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ABSTRACT

Seminars, symposia, panel discussions, and papers are recorded in these proceedings of a conference on what adult education should do to improve the quality of life of the Indian people. Contents are as follows: "Seminar on National Literacy Mission (NLM)" (Sinha et al.); "Symposium on Adult Education in the 1990s" (Bordia et al.); "Panel Discussion on 'Adult Education for Women and Weaker Sections'" (Shah et al.); "Symposium on Role of Voluntary Agencies/Universities/Colleges/Schools under National Literacy Mission" (Singh et al.); "Symposium on Adult Education and International Understanding" (Kunnunkal et al.); "Panel Discussion on Role of Jan Shikshan Nilayams as Community Education Centers" (Sinha, Shukla); "Symposium on Adult Education for Democracy and Citizenship Education" (Daswani et al.); "Symposium on Role of Trade Unions, Cooperatives in Adult Education" (Thakkar et al.); "Valedictory Address" (Sinha); "Fifty Years of Indian Adult Education Association" (Saxena); "Towards Promotion of a Learning Society" (Mishra); "National Literacy Mission--The Perspective" (Saraf); "The Last Invasion--NLM" (Zakir); and "Perspective Planning for National Literacy Mission" (Pillai). Three appendices consisting of congratulatory messages, the conference program, and a list of participants are included. (NLA)

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A People's Movement

J.C. Saxena and J.L. Sachdeva

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ADULT EDUCATION
A PEOPLE'S MOVEMENT

(Proceedings of the Golden
Jubilee Conference
New Delhi, May 22-25, 1989)

Edited by
J.C. Saxena, J.L. Sachdeva

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INTRODUCTION

The four-day Golden Jubilee Conference of the Indian Adult Education Association was held in New Delhi on May 22-25, 1989. Several eminent men and women participated in the Conference and helped it to come to grip with what adult education should do to improve the quality of the life of the people.

The Conference was inaugurated by Shri Vasant Sathe, the then Energy Minister, Government of India. Mr. Sam Pitroda, then Adviser on Technology Missions addressed the participants at the inaugural function. A report on the inaugural function is included in this report.

Seven books brought out by the Indian Adult Education Association on the occasion were released by Shri Sathe. The portrait of Dr. Mohan Sinha Mehta, who was President of the IAEA during 1953-74 was also unveiled.

The issues to be discussed in the Conference were carefully identified earlier. These were :

1) National Literacy Mission ;
2) Adult Education in 1990s ;
3) Adult Education for Women and Weaker Sections ;
4) Role of voluntary agencies / universities / colleges / schools under NLM ;
5) Adult Education and International Understanding ;
6) Role of Jan Shikshan Nilayams as Community Education Centres ;
7) Adult Education for Democracy and Citizenship Education ; and
8) Role of Trade Unions and Cooperatives in Adult Education.

The valedictory address was delivered by Prof. S N. Sinha Vice-Chancellor, Rajasthan University. He pleaded for giving public recognition and incentives to volunteers as well as to teachers for their contribution to Mass Programme for Functional Literacy.

The celebrations of the Golden Jubilee started with a literacy march from Rajghat to the IAEA premises at I.P. Estate. About 400 adult educators from all over India participated in this march to promote adult education. It was flagged off by Dr. LM Singhvi, Chairman of the Reception Committee and a noted jurist.

Over 250 delegates from different parts of the country representing Voluntary Organisations, State Governments, Central Government Universities/Colleges etc, partipated. Fraternal delegates from Bangladesh, Nepal, Pakistan and Sri Lanka also participated.

The Declaration incorporating the quintessence of the four-day deliberations and discussions was presented on the last day of the Conference. The full text of the Declaration is given on the next page.

A souvenir on the occasion was also brought out.

GOLDEN JUBILEE DECLARATION

Looking back on the fifty years of its work and performance, the Association feels gratified at the pioneering role that it has been able to play. There is an enormous deal yet to be done; this must be acknowledged. At the same time, it is something to have promoted and developed the adult education movement in the country. This was the role that the Association gave to itself and fifty years of useful endeavour are a pointer to what has been accomplished and what yet remains to be done.

2. As defined on the occasion of its Silver Jubilee Celebrations in 1964, the ultimate objective of the Association remains to establish a learning society. Its two principal targets are the adults who have yet to be made literate and the continuing education of those who have already become literate though it is essential to expand, extend and update their knowledge and skills.

3. In order to achieve this objective, it is important to integrate programmes of adult education with the educational system in the country. This in turn has to ensure that the educational system is a part of the development plan of the country. The 1985-86 exercise of preparing a New Policy on Education (NPE) was a step in that direction. Some progress has been made but it far from adequate in relation to the magnitude of the problem. In particular the NPE has yet to be integrated with the planning process of country. The 8th Plan now under prepartion is being looked forward to with great hopes and expectations. If this Plan is able to genuinely implement the NPE, adult education would have made some progress.

4. As it is, a National Literacy Mission (NLM) has been launched and is making some progress. It suffers from two basic infirmities, however. One, as already stated, it has yet to be integrated with the process of planning and, secondly, it is not exactly clear if all political parties are committed to it. The NLM has to go forward regardless of any political changes that may take place from time to time and as a movement to bring about the social and economic changes which have been talked about for four decades but not yet implemented.

5. What is called for is a reaffirmation of the commitment to adult education and, furthermore, to develop it into a people's movement. It is to be noted with regret that, so far, mass media and, particularly the electronic media, have not yet played the role in this task that they can and they should.

6. While the establishment of Jan Shikshan Nilayams under the auspices of the NLM is welcome, two crucial steps need to be taken. One is to make the Nilayams community education centres and the second is to make the Preraks full-time agents of adult education and development. While doing so, full safeguards would have to be taken to ensure that the movement remains a people's movement and does not degenerate into a bureaucratic outfit.

7. The Golden Jubilee celebrated this year should be an occasion to do some introspection and at the same time chalk out a programme of action for the next decade or so. In order to do so, a think tank or some equivalent body should be established and a draft worked out. This in turn may be circulated to the institutional members of the Association and also other academic associations. When this Association meets at its annual meeting, it should be in possession of a well formulated plan of action so that the same can be considered and adopted on that occasion.

8. It should not be necessary to reiterate what has been stated ever so often by the Association. All programmes of literacy and continuing education have to help the deprived sections of the population to liberate themselves from the plight in which they find themselves and move towards a situation where objectives like the promotion of scientific temper, national integration, equality for women, observance of small family norms, conservation of environment and international understanding are emphasised.

INAUGURAL FUNCTION

The Golden Jubilee Conference of the Indian Adult Education Association was inaugurated by Shri Vasant Sathe, Minister for Energy, Government of India. Shri Sathe congratulated the Indian Adult Education Association for having completed 50 years of its useful existence. This, he said, has been possible because of the voluntary nature of this organisation which has been created largely with people's enthusiasm and money. The agencies which are based on Government grant usually do not survive for long and it is to the credit of this organisation that it has continuously worked for 50 years and will continue to serve for many more years.

He said that in the next 10 years, the population of India would be 100 crores and the programmes have to be devised which would ultimately result in improving the quality of life of the people.

Shri Sathe called for greater stress to check the drop-out rate at the primary school level to eradicate illiteracy and spread education in the country.

He said that poverty was a major cause for drop-out and was thwarting all efforts for eradicating illiteracy in the country. He suggested the introduction of free mid-day meal to poor children as an incentive and also the revival of 'each-one-teach one' scheme in which each student should impart whatever he learnt at school to the people at his home.

Stressing upon the village as a unit, Shri Sathe said the use of science for progress was possible by taking modern electronics into villages and spread education through this.

channel. The concept of electronic village was a sure way of spreading literacy.

Earlier, Shri Sathe unveiled the portrait of Dr. Mohan Sinha Mehta, who was President of the Indian Adult Education Association during 1958-74. He also released seven books brought out by the Association on the occasion.

Shri Sam Pitroda, Adviser on Technology Missions, said that the National Literacy Mission (NLM) was difficult among all the Missions, because it can't start giving results with the use of modern technology. It was difficult to comprehend and analyse it, he felt. Shri Pitroda said that among all the Missions, NLM is the most important because it deals with a fundamental issue related with the Human Resource Development.

He said that many voluntary agencies have been involved in this programme but still many more are to be involved. But he cautioned that only those voluntary organisations should be involved which are dedicated and committed to this task.

Shri Pitroda feared that Adult Education programme was not progressing at the required pace and urged that more action is needed. He said that unless this programme becomes a people's movement, it would be difficult to eradicate illiteracy in the next two decades.

Dr. LM Singhvi, noted jurist in his welcome address stressed that this programme should be organised on a continuous on-going basis. There should be no obstruction and constant efforts should be made to improve it.

He said that Indian Adult Education Association has worked for 50 years with great dedication but the Adult Education in this country, was still in its infancy because

it has not been given the required priority in the educational programmes of the country and no concrete steps have been taken in this regard.

To make the country literate was a dream before independence. Universalisation of elementary education was included in the Constitution of the country after freedom. But the dream of making country literate has not been fulfilled so far because in the literacy mission there is no administrative power and other infrastructures which are available in other programmes. Dr. Singhvi feared that if the adult education programme did not receive the priority it deserves then the country would have to pay a price which would be much higher than the expenditure involved in making the country literate. He said that coming generation would not forgive us if we fail in our attempts to provide them the necessary education and improve the quality of their life.

Earlier, Shri BS Garg, President of the Indian Adult Education Association (IAEA) welcomed the Chief Guest and the participants.

Shri JC Saxena, Hony. General Secretary, IAEA proposed a vote of thanks.

SEMINAR ON
NATIONAL LITERACY MISSION

Chairman : PROF. RAM LAL PARIKH

Speakers : SHRI ANIL SINHA

SHRI L. MISHRA

Dr. K. S. PILLAI

SHRI ANIL SINHA, *Director, Directorate of Adult Education*

Indian Adult Education Association is one of the premier institutions devoted to the cause of adult education in India and we all wish it the best in its 50th year.

Introducing tha topic, Shri Sinha stated that National Literacy Mission aims to impart functional literacy to 80 million illiterate persons in the 15 to 35 age-group, 30 million by 1990 and an additional 50 million by 1995. Functional literacy implies not only literacy but also making people aware of the causes of deprivation of the illiterate masses, and then moving towards their amelioration through participation in the process of development ; acquiring skill to improve the economic status etc. and the N.L.M. lays special emphasis on imbibing the values of national integration, conservation of environment, women's equality and observance of the small family norm, etc. as far as the whole country is concerned. As you know, these are crucial problems in the country. The focus of the National Literacy Mission is naturally in the rural areas and particularly on women and persons belonging to the weaker sections of the society, the Scheduled Castes and the Scheduled Tribes etc.

Shri Sinha explained the key issues, strategies and other components of N.L.M. with the help of slides.

The key issues for the success of NLM are :

1. National commitment :
2. Creation of an environment conducive to learning ;
3. Motivation of learners and teachers ;
4. Mass mobilisation and people's involvement ;

5. Techno-pedagogic inputs ;
6. Efficient management and monitoring.

Under strategies, the following are needed :

1. Increasing Motivation,
2. Securing People's Participation,
3. Significantly increasing involvement of voluntary agencies,
4. Substantially Improving ongoing programmes,
5. Launching Mass Movement,
6. Institutionionalizing Continuing Education,
7. Ensuring availability of Standard Learning material,
8. Universalizing the outreach,
9. Undertaking Technology Demonstration,
10. Establishing Mission Management System at different levels.

The Mass Programme of Functional Literacy, aims at

1. Making Literacy a People's Mission,
2. Harnessing all agencies for the Mission,
3. Posing Mass Literacy programme as a challenge for the youth.
4. Securing participation of the disciplined forces,
5. Laying stress on women's participation.

Continuing Education

A phased programme of post-literacy and continuing education will be implemented. The principal instrumentality will be Jana Shikshan Nilayam (JSN). A JSN will be set up for a cluster of 4-5 villages (population of about 5000).

JSN's Functions

1. Evening class for upgradation of literacy and numeracy skills,

2. Library
3. Reading room with suitable newspapers and journals
4. Charcha Mandal for discussion on common problems
5. Simple and short duration training programmes relating to subjects such as health and family welfare, new developments in agriculture and animal husbandry, conservation of energy, improved chulha etc.
6. Sports and adventure activities
7. Recreational and cultural activities, particularly the traditional folk forms
8. A window for securing information on various developmental programmes
9. A communication centre where community radio, audio cassette player, TV and possibly VCR may be provided.

Shri Sinha also talked that Techno-Pedagogy and Technology Demonstration projects in the N.L.M. will be undertaken which will include better lighting arrangement, better learning material, better learners' motivation, improved training and improvement in the pace and quality of literacy learning, post-literacy and continuing education and use of computers in the management of N.L.M.

Shri Sinha made a fervent appeal to government functionaries, voluntary organisations and the youth of India to accept the challenge of eradication of mass illiteracy. Their hard, sincere and dedicated efforts will surely help India becoming literate.

SHRI L. MISHRA, *Director-General, National Literacy Mission*

It gives me great pleasure in welcoming you all this morning on the occasion of the 50th Year Celebrations of the Indian Adult Education Association and introducing the

National Literacy Mission to you. Dr. Sinha has made a very logical and lucid presentation of various aspects of this Mission, its scope, its content, its strategy, its methodology, and how exactly this mission is different from the activities which have been carried out in the field of adult education so far. I would not like to repeat what he has said except by way of elaboration. I would like to say that the National Literacy Mission is not a total substitution or replacement of National Adult Education Programme but a very forceful renewal in a different form in a different context. The National Adult Education Programme was launched on 2nd October, 1978 with the same spirit, great enthusiasm, the same vision and a nationwise awakening and consciousness and it has also set out the eradication of adult illiteracy for nearly 100 million adults in all age groups during the years 1978 to 1983. It was for the first time that a very systematic, sincere and organised effort was made. However due to a variety of forces, circumstances, etc many of which are beyond the control of the Government, the objectives of the programme could not be achieved to a very large extent and it remained, by and large, a programme funded and controlled by the Government.

Today, when we talk of a Mission, we do not mean something which is substantially different from a programme except that with a renewed thrust, renewed emphasis, renewed sense of urgency and renewed sense of seriousness, a sense of impassion that we can not go for a long with this huge backlog of illiteracy and now a time has come that we must learn from the last Decade, as we cannot afford to tolerate this state of affairs to continue any longer. It is the sense of urgency which has been haunting the National Government for quite sometime.

We are going to have approximately 500 million illiterates in all age groups and 300 million illiterates in the age group 15 plus, and in the 15-35 age-group we have about 120

million illiterates. By any reckoning, this becomes a matter of great anxiety for a Nation which, at one point of time, was the light of Asia and it made a great contribution to civilisation and culture for the whole world—What do we really do with an army of such a large unlettered persons as large as 300 million in the age-group of 15 plus ? What is their fate, what is their accessibility in the field of information and communication and skill ? Do we enter the 21st Century with such a large army of unlettered persons and if so, what is our position in the comity of Nations—cannot any longer be left with the programmes funded and controlled by Government, cannot be left to be a programme to be guided by the Indianised hierarchical and traditional perameters of Government. If this Mission has to succeed it has to convert itself into a programme of people's movement and not to view it from the tenacles of Govt. funding, Govt. controlling and Govt. regulations. All people including servicemen, teachers, students, management and staff, banks, financial institutions and all sections of society have to be involved. Mass programme approach as it is happening in Gujarat, Karnataka, Andhra Pradesh and to a considerable extent, in Kerala has to be multiplied. We do not have adequate resources today. We do not have the wherewithals today. So, this could also be an important point for debate and consideration. My own way of looking at it today, and I must be very frank, we just do not have the resources to expand the centralised programme to this unlimited extent to mass programisation and campaign approach. How to create more finances for such programmes is an important point for consideration. We have to bring a synthesis of two types of volunteers, one—who could be promoters, environment builders and who could mobilise people and who could provide the right type of resource support and others who are good animators and who are first rate communicators.

One important dilemma before the Mission is the question of technology. Technology does not mean only improved

solar power, improved petromax lamp, or improved huricane lantern or improved duster or improved chalk, or improved slates or other improved techniques including computer learning. But improved methods and technology techniques by which we can impart literacy in a manner which makes literacy a natural, spontaneous, robust and also sustainable, over a period of time, which makes the task of retention of literacy and also ensures its application in day to day lives of people.

We have taken up two things in this regard—one is the concept of bilingual primers and the second is the concept of rapid literacy learning techniques. In regard to the first, I have mentioned to you about special problems ahead which are entirely different from the standard languages. Our endeavour in National Literacy Mission is to impart literacy in a language or in the dialect which is intelligible to the members of the disadvantageous group after 75 per cent of the content, we switchover to the standard language and this will make literacy very living, worthwhile exercise. In actual practice, every State government has such ethnic group with problems of input or technique. The State Resource Centre must set out to design bilingual primers by organising series of workshops of thinkers, writers artists, linguists. I may inform this distinguished gathering here that many resource centres have set out in right earnest to design bilingual primers in response to this very important need of the Mission and I do hope that if this progress could reach its logical conclusion, the process of isolation of the ethnic groups from the main stream which has persisted, would certainly come to an end and this will be a very happy augury. I think one of the very important contribution of this Mission would be to end this process of isolation of these isolated ethnic groups from the main stream.

DR. K.S. PILLAI, *Director, Centre for Adult & Extension Education, University of Kerala*

For the last 40 years or so we have been trying to eradicate illiteracy through different approaches. We approached the common man to become literate as well as become aware of things happening around him. Many students selected on their own participated in this programme without any remuneration or incentive. There are other students who get emoluments or some kind of allowance and recognition while imparting education to the adults. And now has come the National Literacy Mission. National Literacy Mission Authorities have been established at the Centre and in the States. Most of the States are yet to organise the first meeting. I doubt, and I still feel, that the appropriate climate for adult education has not yet been created. The people have not been involved. We are not getting the desired results. But we can motivate voluntary organisations, trade unions, political parties so that good results could be achieved and I hope things will definitely improve.

Discussion

In the discussion which followed, the following suggestions were made :

(1) To make it a people's movement, people of all shades should be invited. For that, it is necessary that the organisations at the District level should be specically involved, they must try to go to different areas of their town, city and taluks, and try to find out dedicated people and give them the responsibility of organising literacy programmes in that area.

(2) Paucity of space for adult education centres is a big problem and should be solved to get desired results from NLM.

(3) Incentives should be given to involve students youth and other social workers in this national programme

PROF. RAM LAL PARIKH, *Vice-Chancellor, Gujarat Vidyapith*

Even after four decades of Swarajya, the country continues to lag behind in achieving literacy, a basic minimum need for its vast masses both in rural areas and in urban slums. India's rank in countries of the world is 59 in terms of literacy rates. Despite persistent efforts of the Government of India, illiteracy though declining in percentage, continues to grow in absolute numbers. Unabated population growth and massive dropouts of upto 80 per cent of enrolment in first four years of elementary education contributes to this intractable phenomenon.

Mahatma Gandhi had warned as far back as 1939 that the illiteracy of the masses was India's sin and shame and it must be liquidated. This was a virtual indictment of the handful of the people who had the privilege of access to education, but who did not discharge their social obligation to impart literacy to others. Consequently, mass of our illiterate population continues to remain exploited and deprived in social as well as economic progress. The sin and shame of the illiteracy is the sin and shame of the educated few of the country.

Nearly 50 per cent of the total illiterates of the world are in India. In less than four decades of freedom, several Asian countries crossed the threshold point of literacy, with literacy rates of 71 per cent in Burma, 75 per cent in Indonesia, 84 per cent in Laos, 84 per cent in Malaysia, 86 per cent in Philippines, 91 per cent in Thailand, 84 per cent in Vietnam and 50 per cent in China. That illiteracy continues to be a formidable hurdle in our development process is as clear as day light. India's overall literacy rate is 36.23 per cent with female literacy being only 24.23 per

cent. Computed projections of decade; growth rates of literacy indicate that 13 States in the country will require many years to achieve total literacy. It will take from 40 to 50 years in States like Gujarat, Maharashtra, Punjab, and Haryana while 70 to 80 years in States like Karnataka, Orissa, Andhra and 117 years in States like U.P. and Madhya Pradesh. This must cause a disturbing concern to everyone interested in the future of Indian democracy. This makes it imperative to combat mass illiteracy without loss of time and to give up the prevalent slow, tardy and formal methods of imparting literacy.

The Gujarat Vidyapith founded by Mahatma Gandhi and he who continued to preside over it till his death, cast an obligation on the institution to work for the spread of education in villages conducive to national development. This is laid down in its objectives. Since 1977 it runs Adult Education Resource Centre for Gujarat and has trained 2,062 supervisors and Project Officers for adult literacy work, produced 13 primers and work-books and manuals and 71 booklets for neo-literates and motivated over 1,000 voluntary agencies to undertake this work. It itself is running 40 classes at the grass-roots level. A network of about 1,000 institutions of Ashram Schools, post-basic schools, rural institutes and primary teachers' training colleges is now being mobilised to achieve literacy for 35 lakh illiterate youths of Gujarat in three years. This is being done to ensure the reflection of this grass roots movement in 1991 census. It was decided in the prayer-meeting at Kocharab Ashram on 2nd October, 1987 on the Gandhiji's birth day to launch a mass campaign at the grass roots through a 90-hour programme of self-learning literacy kits. This plan envisages coverage of 5 lakh illiterates in 1988, 10 lakh in 1989 and 20 lakh in 1990. It will cover 10,000 villages of 100 Talukuas.

One lakh volunteers have enrolled themselves by filling up the pledge through 416 grass root voluntary agencies

which have covered nearly 1,000 villages. 137 villages have declared themselves 100% literate for 15-35 age-group. Another 300 are about to declare so. Before the end of 1990, 5,000 villages will be covered. 6 lakh literates have been covered under first round of 90-hours. They are now undergoing 2nd round of 90-hours. The method of learning will be peri-patetic taking learning to the door-step instead of requiring learner to come to a class. A total learner-centred approach has been adopted.

This is a challenge and clarion call to the conscience of all who have access to education and an occasion to rise their own sense of duty towards the illiterates.

Let mistakes be commiited instead of slow and cautious methods of formal education resulting into swelling number of illiterates.

SYMPOSIUM ON
ADULT EDUCATION IN THE 1990s

Chairman : PROF. M.V. MATHUR

Speakers : SHRI ANIL BORDIA

PROF. SATYA BHUSHAN

SHRIMATI LALITA RAMDAS

SHRI ANIL BORDIA, *Secretary, Department of Education, Ministry of HRD, Government of India*

I consider it a very great honour to be invited to speak this morning on this important subject and more particularly, I have been given the opportunity to share the joy with all of you, happiness and satisfaction as the Indian Adult Education Association has completed 50 years. This organisation, what it is today, is close to the dreams of two great educationists—late Shri V.S. Jha and late Shri Shafiq-ur-Rehman Kidwai. But I think late Dr. Mohan Sinha Mehta and Shri S.C. Dutta had a very distinct dream about what the Indian Adult Education Association should be and I think it is the responsibility and duty of us all to strive and to serve to realise that dream. If we continuously strive for, I think that it calls for a very exceptional, positive endeavour. I am speaking today not as an individual who has been an old associate of this Association. I am talking to you as a representative of the Government of India, as Secretary to the Government of India and I want to say to you that the policy of the Government, is absolutely unqualified in this regard. The policy is, that while there are certain problems, we need to revamp, restrategise, reorganise our programmes, but there is absolutely no question of giving any less importance to this programme of Adult Education.

We have to start our own planning for 1990 and thereafter likewise. In this connection, we have to mobilise efforts at the national, state, district and grass-root levels. Government agencies, voluntary organisations, educational institutions and youth organisations have to join hands to make the programme a success. I would like to inform you a little about a New Movement which is intended to be

started under the title "Education for All by the Year 2000". As you know, in a small town of Soviet Union, called 'Ama Acha' a movement was launched called 'Health for All' by the year 2000. These four big International Organisations ; UNESCO, UNICEF, UNDP and the World Bank have come together to hold a Conference in March 1990 at Bangkok, to launch a major programme of "Education for All by the Year 2000", and this programme of 'Education for All', originally, we were all afraid, may include only primary education I think that as a result of enormous pressure which was exerted, among others, by the World, the International Council for Adult Education, as well as if I may say so, by the Government of India, and it has now been accepted that this programme of "Education for All" will consider literacy and continuing education and post literacy as an essential part for "Education for All". I think the way they are being planned, we can expect that, in the next ten years, there will be a tremendous impetus to educational programmes through all these organisations. As you know, UNICEF, today pays attention to education in a very marginal fashion, only to the extent of providing facilities to women and to families of primary school children. UNDP treats education, particularly basic education as a peripheral area of interest. World Bank likewise, but UNESCO is very much interested, but also pays very little importance to primary education. I think, with the help of all these organisations, we will have several new organisations, bilateral organisations as well as multilateral organisations, inter-governmental organisations, Governmental organisations to take very positive steps, which means to promote primary education, including non-formal education for children who cannot attend school. Adult literacy, post literacy and continuing educational programmes and life long education programmes are to be organised for every body. We have to make all efforts for the success of this movement. I will request the Indian Adult Education Association and other non-governmental organisations who are present here to kindly do what they can do to ensure

that we put in our best. We put in our minds into the first phase to make a good plan and then implement this programme as well as we can.

I may also tell you that education has been included as an area of cooperation amongst the SAARC countries, South Asian Association for Regional Cooperation where all the countries of this region,— India, Bangladesh, Pakistan, Nepal, Sri Lanka, Bhutan and Maldives are members. In the Technical Committee which has been set up with the Education Secretaries of all these countries we expect to include education for all, a major area of international cooperation, particularly, our neighbouring countries, so that not only India, but all our neighbours together move towards education for all, towards women's empowerment, rather than providing education for women, rather than talking about improving access of educational opportunities to women, providing them scholarships, uniforms etc, We are talking about revamping, reorganising the entire educational system which aims at women's empowerment, women's equality, which means every non-formal worker, include a women activist, which means also that as many women as possible, have to be appointed in the programme in management positions and at the delivery level.

In the end, I would like to say that provision of post-literacy and continuing education opportunities will be great challenge in 1990s. Creation of an egalitarian society should be the major role of adult education in the next decade.

PROF. SATYA BHUSHAN, *Director, NIEPA*

Research studies and experience show that adult education programme is a humanitarian programme based on humanitarian consideration to make people literate. The agenda for 1990s should be continuation of our faith in adult education. Adult education programme,

for the sustenance of efficiency and for the future progress, is a must. However, the progress of Adult Education programmes of the country is much more complicated and extremely difficult. But I wish there were some soft options available to us. Only sustained hard work can ensure success. In this process there are successes, and there are setbacks. In 1990, the programme should be related to the grassroot level. Only then, the programme will become effective. From that point of view, in our Institute, we have been doing some sort of exercise, taking District as a Unit, in the country not a Nation or a State and trying to find out what has been our progress, what were the factors responsible for our progress, what are the setbacks, and on that basis trying to build up some sort of a scenario for the future. This gives us a very clear understanding of the scenario on which we will be working for the future.

The spread of education should be related to the economic growth of the country. Continuing Education in 1990s should be for all people and not restricted to neo-literates only. Jan Shikshan Nilayams will play an important role in this regard.

SMT. LALITA RAMDAS, *Coordinator, ITFL, South Asia Office*

For us in India and South Asia, and more especially for those of us involved in Adult Education, this is a time not only for taking stock but for coming together to create a strong and vibrant network and reflect collectively on where we are going.

Given the current tendency in government and political planning to see everything as merely a matter of better management, technology or resource mobilisation, it is critical that some of us raise our voices and focus on the more fundamental questions which are such an essential part of both education and literacy. Academic and theore-

tical inputs have their place, but there can be no substitute for experience from the field, based on a genuine understanding and respect for the collective commonsense and reality of the people, and not on the way the elite, or the city-bred person views needs of the community.

If we truly listen to what the people are telling us, we will also realise that our role as adult educators is also to point out strongly and fearlessly that the issues involved in Adult Education are the basic issues of development policy, removal of political and economic disparities in society, mass poverty and exploitation that affect the majority of our people. Even if this means pointing out that merely running hundreds of literacy classes without an accompanying community based programme is absolutely of no avail whatsoever. We need to serve the larger interests of society.

A few ideas for adoption and action :

1. Task force to draw up outline action plan for intervention in primary school infrastructure.

2. Core group to study and project a realistic workplan for student mobilisation for Literacy.

3. Materials production and translation units to be started—there is a dearth of the right kind of local language and issue based primers and follow up material. There is also a case for translation facilities for making available translations of existing material to small groups working at the grass roots. These require separate resources and need to be specified as such. These may not be very substantial but they almost always get overlooked in project planning.

4. Training and Orientation—a 'think-tank' could be set up, to initiate dialogue and reflection which should result in a core outline of possible content for training functionaries. I will suggest involvement of groups like PRIA who are already working in this area. Also suggest

involve key people working with some major "Peoples movements and Campaigns"—e.g. Dams—Baba Amte, Housing—Joy Sen, Fishermens Forum, Bhopal, Women groups etc. in creating materials which would enable the same issues being raised also through the medium of literacy and post literacy programmes.

5. Setting up and promoting small teams or youth for Cultural Action in Adult Education and Literacy.

6. Library and reading rooms are essential for the success of this programme. Work out simple schemes for encouraging local groups, forces, units and other such bodies to set up and support such community centres. The Kerala experience of setting up a network of libraries, reading centres in every village has been a model which is worth trying to replicate in other parts of the country.

7. Working towards setting up committees of learners through the network of local Adult Education and NGO groups—leading up to local, regional and national level learner conferences in the International Literacy Year—1990.

8. Influencing media at local and national levels to project the reality of the situation and also to give space to the success stories wherever we find them,—also to give prominence to learners and their perceptions, rather than always from the point of view of the organisers and managers !

9. Focus on Women—despite attempts, there is need for much more sustained and sensitive work in the field of literacy and adult education with womens groups. This forum could make a concrete beginning by identifying non-traditional groups working with women and involve them in an ongoing dialogue, sharing experiences and insights with a view to giving a new dynamism and impetus to this field.

SHRI J.C. SAXENA, *Hony. General Secretary, IAEA*

The Golden Jubilee Celebrations of I.A.E.A. is a historic occasion. The Indian Adult Education Association rededicates itself to serve the people of our country in the great task of achieving universal functional literacy taking primary education also, and promoting life long continuing adult education, moving towards the goal of achieving an egalitarian society, ensuring that the benefits of anti poverty programme reach the people for whom these are meant, then raising the social and economic status of the people. Our efforts should be directed towards, particularly women and weaker sections of the Society. Our concern is more towards the 19 crores of women who are in the reproductive age group and if they produce one additional child the country will be flooded with 19 crores extra people to be fed, to be looked after and therefore it is of immense concern to us that we make and achieve this target of educating women of 15-35 age group. Women's literacy rate is still very low as compared to men. Their literacy rate in 1981 is what men had achieved in 1941. It means they are fifty years behind men in literacy. To promote education among women, the Indian Adult Education Association has instituted Tagore Literacy Award to be given to a person who has done outstanding work in promotion of literacy among women. We have worked for 50 years. We have generated optimism and encouragement and we hope to do more in future with greater confidence and dedication.

DR. W.M.K. WIJAYETUNGA, *Secretary-General, ASPBAE*

I am thankful to the organisers for giving me an opportunity to participate in the Golden Jubilee Celebrations of I.A.E.A.

On this very important occasion of the Golden Jubilee Ms. Nita Barrow, President, International Council for Adult Education and Dr. Budd Hall, Secretary General and my

President, Dr. Aryaratne greet all of you on the occasion of the 50th Anniversary of the IAEA. In fact the IAEA was the founding association of the International Council for Adult Education. IAEA leaders such as Dr. Koshy, Dr. Dutta, Dr. Adiseshiah, Shri Saxena, are leaders of our world movement.

SHRI ANAND JAYAWARDNE, *Secretary, ASPBAE, Region I*

On behalf of the ASPBAE, I wish to extend my warmest greetings to the President and Executive Committee of the Indian Adult Education Association and all of you here today who have gathered to celebrate the Golden Jubilee of this oldest national level Adult Education Association in Asia.

I also wish to recall that the former President, of IAEA, late Dr S.C. Dutta, was the founding chairman of ASPBAE, when it was founded in Sydney in 1964 and we have close relations with this all India body. We look forward for close cooperation in the years to come

SHRI INAYATULLAH, *President, Pakistan Association for Continuing and Adult Education (PACADE)*

I was particularly moved by what happened yesterday and today in terms of the whole question of adult literacy in India and I consider that this particular articulation of views and feelings yesterday and today has turned this particular session of this conference into a most historic occasion.

We in Pakistan are also facing the same problem of making millions of people literate and raise their standard of living.

Generally, the feeling is that the new generation, children should be educated, as the resources are limited. Sometimes we do not talk about adult literacy very much, because there is a lot of wastage involved. The results are

not that certain. Sometimes we get the advice that whatever little effort we can put in, whatever money we have, invest it in making the new generation, is to be considered.

Mr. Bordia is very lucky that he is having the opportunity to be leading a great movement. I consider that he made a reference to SAARC. Now we can learn from each other and co-operate with each other. This is a particular field, advocated by many, many leaders, but that is a very slow, very difficult, very complicated approach, for making people literate. You have to make literate so many millions and millions of people who did not have the opportunity to become literate. They need to be provided with another opportunity.

This brings me, President, to the second point, a major point I want to make today. This is my humble submission and I hope it will be taken in that spirit. I have always been very much impressed by references to empowerment, to conscientization, doing all kinds of things while wanting to make people literate. There is a terrible confusion when people talk in these terms. I would very much like, of course, all that I want to work for, is the good of the people — we want to make them more conscious of the basic human skill. Now when we think of the results, we want them to be 'informed'. We want them to be posted with continuing and post-literacy materials. It will take care of all that empowerment and conscientization, etc.

PROF. M.V. MATHUR, *Former Vice-Chancellor, Rajasthan University*

We, in our Constitution, provided that each and every person or child in this country must necessarily feel that he should have free and compulsory education upto the age of 14. It is the basic foundation of good citizenship. We have opted for a system in our country where we have a parliamentary democracy or a nationalist society where we

have a Centre and the States with a defined relationship. In India we have decided that we shall have the co-existence of both, public and private sectors. Now to operate a system where private sector and public sector coexist is a very difficult task. We have also many political parties and because we have granted freedom of association, therefore, we have so many trade unions also. Hence the training and orientation of sarpanchs, pradhans, MLAs, MPs, Ministers, Members of the Advisory Committees, Consultative Committees has to be done. They have to be provided opportunities of continuing education, continuing professional education, international understanding, continuing citizenship education, etc.

Our country has and continues to have a very large population with a considerable high birth rate which we have tried to control but have not yet succeeded. Illiteracy and higher growth rate in population are two great challenges before the country. We will have to make efforts so that the country could achieve the developmental goals it has set for itself.

We have one of the second largest population in the world as of now and it is said that we might have the kind of dubious distinction of topping the list of illiterates in the year 2001. On the other hand, when we look at the income per capita, we are virtually at the bottom. So, this is the challenge before us and we will have to rise to the occasion.

Lot of money at present goes merely in paying salaries. But the important thing is the professional development of workers in highly professionalised fields by updating their education—whether he is an engineer, or he is a lawyer, he is a teacher or he is a civil servant. I should like to mention that during the last three years, a big jolt to professional updating has been given so that each and every civil servant, has to undergo training for his own professional enhancement. Today most of the programmes are input oriented and they should be output oriented in the next decade.

The need is to employ retired army people in the adult education programme as they are disciplined lot and can contribute tremendously in promotiog adult education in their areas. The newspapers should also play a role in pro viding one column or half column for neo-literates.

The major objective of adult education during the next ten years should be to promote good citizenship. The rich people should be made conscious of their social responsibilities and I am sure there would not be dearth of money for the great cause of adult education.

PANEL DISCUSSION ON "ADULT EDUCATION FOR WOMEN AND WEAKER SECTIONS"

Chairperson : Prof. KAMALINI H. BHANSALI

Panelists : Smt. VIDYABEN SHAH
Miss SURINDER SAINI
Prof. SAROJINI BISARIA

Smt. Vidyaben Shah, *President, Indian Council for Child Welfare*

Education is an indispensable component of human resource development. It is an essential tool for communication and learning for attaining and sharing of knowledge and information, thereby becoming a pre-condition for an individual's growth and for the development of the country.

The importance of adult education for women and weaker sections gets further underlined as these are the sections that are oppressed and marginalised. Women for instance are subordinate to men,—less preferred, less cared for and have virtually no say in crucial decision making within and outside the family. This is true of weaker sections—their involvement in the development work of the country is virtually unrecognised.

Women bear most of the burden of work and are yet not recognised for their contribution towards the economy of the family and the community. The concept of work as accepted by the society is discriminating against women and weaker sections. Their work performance rests on low status and low pay.

Women and weaker sections are less equipped to make decisions as their educational level is very low.

In many of our programmes we give them guidance in limiting their family size, give them messages on child care, nutritional requirements etc. paying little attention to various other socio-cultural factors preventing them from following our messages.

The causes for the failure of such development effort are

(1) the unequal gender, caste and class relations promoted and sustained in the system and (2) the social, political and economic institutions that reiterate the unequal gender caste and class relations.

Our social system is such that "dominance" is infused into the male and the stronger sections and into the female and the weaker sections. The oppressed generally, speak the language of the oppressor. The dependent loss their identity and consider themselves lucky to serve the dominant.

In order to change this situation it is necessary that these two groups namely women and weaker sections change from being passive to active and timid to confident.

An educational programme can help to achieve this transformation. It is only through provision of rich learning experiences and the environment that a person's self-concept can best be developed. Recognizing one's capacity to succeed and control one's destiny is basic for the development of the individual and the community. The education experiences can be so structured as to facilitate clarification of value positions, cause-effect relationship etc.

The development of women and weaker sections would mean questionning and reflecting on their own life, situations to get to the roots of their oppressed condition and thereby internalising new values that lead to their own development and that of the community.

The female literacy rate in India is 25% as against 47% male literacy rate. The situation is worse in rural areas where the female literacy rate is only 18% as against 48% in the urban areas. But, be it a rural, urban or tribal area—everywhere the men score over the women in grabbing opportunities for self development.

Although the female literacy percentage has shown a steady increase over the last several decades it is far from

the desired standards. Even in 1981 the literate female population formed only 25% of the total female population of the country. Isn't it unfortunate that three fourths of the members of the section which constitutes half the population of the nation are illiterate? It is painful to learn that in some states the female literacy rate in the rural areas is as low as 10% or even below that.

Education should not be equated with mere learning of alphabet. Ability to read and write must be accompanied by a process of understanding. This can only come about with access to a wide range of information and some faculties like imagination and reasoning. Literacy is, therefore, essentially a tool for communication, learning, acquisition and sharing of skills, getting to identify one's strong and weak points and equiping oneself with techniques to face hostile forces for survival and better living standards. It is also a tool for improved participation in the affairs of the community and makes one empathetic and sensitive to the situations, needs and problems of the fellow human beings.

There are several success stories in the field of Adult Education, highlighting how effective our programmes have been in various parts of the country. The Adult Education programme has been found to be most useful in those areas where it has established linkages with other programmes of the Government.

For instance the Rural Functional Literacy Programme in Kurnool has achieved creditable success in linking the adult education efforts with the activities of District Rural Development Agency by arranging for training of adult women learners in tailoring and plastic caning.

There are instances where beneficiaries of the Adult Education programme have got together to form milk co-operatives or some other co-operative.

The adult education instructors do not merely serve to make the illiterate adult population of their area literate but also act as motivators and awareness builders so that the beneficiaries are able to bring themselves up in other spheres of life as well.

We know that it is the educational planner who has decided that illiterate women and weaker sections are to be made literate. It is not they themselves who have come up with any such demand.

Therefore, the first step while commencing Adult Education programme in any area should be to find out whether the identified beneficiaries do want the education. If they do not want to participate in the programme, what are the forces and factors dissuading them and how can they be overcome.

Once the beneficiaries have joined the adult education class some factors still continue to dissuade them from regularly attending the class. Unsuitability of time and place of study, uninteresting methods and materials being the major reasons. Thus, these factors will essentially have to be kept in mind in any Adult Education programme.

Another essential pre-condition for the success of the movement of adult education for illiterate women and weaker sections is that this education be quite useful and effective from the point of view of fulfilling their immediate needs. It is often seen that most families are worried about maintaining the balance of income and expenditure of their homes. So, the adult education would really be taken up by members of these families, if it assures them economic benefits. The curriculum should be so designed that the needs of the society at large are also not ignored.

The other important aspect is the mobilisation and involvement of the community in the programme. Unless we involve the entire community, it will not be easy to achieve our targets by reaching individuals.

More and more volunteers should be mobilised to undertake literacy campaigns. Also, as many student volunteers as possible, should be mobilised to assist in the Mass Functional Literacy Programme. Other volunteers, besides students, should also be trained for handling adult literacy classes.

School teachers can be oriented to undertake the adult education programme. They can be asked to devote a few hours every week to adult literacy—specially women and weaker sections.

The voluntary agencies should be involved in the eradication of illiteracy in a big way. The voluntary agencies are always close to the masses and the community. They are flexible in structure and functioning and have dedicatd and experienced workers available. Many of them are already involved in the programme

Let us hope that with the combined efforts of the Government, the voluntary agencies, students and social workers and other individuals and of course the participants, we will be able to achieve the targets laid down by us in the near future

Miss Surinder Saini, *President, Bharat Sewak Samaj (Delhi)*

I want to narrate here my three experiences.

In 1952, I started work with the Bharat Sewak Samaj. In 1950, I was working in the Bela Road Refugee Camp. I told the women that I would teach them. I asked for their children who didn't go to the schools. Under the family planning concept the children were brought in.

I communicated my experiences to the Planning Com mission. We go to the villages and slum areas of Delhi. When we approached the burqa clad women, they said that we have to approach their fathers-in-law or mothers-in-law

for permission. When the old ladies were approached they felt there was no necessity for this.

In a block, I taught an old lady lo sign her name. Others were very much impressed with her performance.

When an old lady approached me to teach her to sign her signature, I enquired of her as to why she was interested. She replied that some people had told her that when we reach Yamraj after death, we have to sign a register there. As she had all along put thumb impressions, she wanted to at least sign the register when she is dead.

Literacy has little attraction. We have to make serious efforts :o know their needs. Literacy has to be related to their needs. Then and there we will be able to attract women towards this programme.

Dr Sarojini Bisaria, *Professor of Sociology, NCERT*

Adult education for women necessitates consideration of many dimensions. It is not literacy drives directed towards women, or taking more and more women in the fold of literates but making the total programme of adult education conducive to generating positive appreciation of the status, the role and the functions of women in the society, both at the macro and at the micro levels. And, it is here that the importance of theory feeding into the action for adult education programme becomes totally significant.

I would like to mention an experiment carried out by the Central Social Welfare Board during the last two financial years. It is known as Awareness Generation Programme. That, before women can take to literacy, they have to understand themselves : Why ? An existence of deprivation for centuries has made them forgetful of their human frame of existence. Unless they realize that they are human beings, why and how education would interest them ? The Nation now is full of such success stories based on this component

of awareness as a precursor to adult education of women. From sensitization to activisation, to mobilization and to empowerment of women is now being conceived through the process of reservation for women in the Panchayats. In the study conducted on Mahila Mandals in operation in Haryana, the findings have been revealing and reassuring of the same. Mahila Mandals have realized their predicament and are trying to organize and mobilise women for action on what have been designed, by the Governmental effort as their benefits in the programmes. Efforts were made by Department of Women & Child to take up special projects in this direction.

But the education of women is not only a question of women, it is a social question. It is a social question for the totality of the deprived groups in the country. Therefore, it is imperative to take up total adult education programme in the ambit of 'education for women'.

Participatory approach has given rich dividends and that has to be constantly pursued in the interest of women.

Prof. Kamalini H. Bhansali, *Vice-Chancellor, SNDT Women's University, Bombay*

I would like to point out two things. In this process, voluntary organisations and the university system, colleges have to change their roles. They have to become catalyst. The voluntary organisations have to do much more than what they have been doing thereto, to expand the role. They have to meet the needs of weaker sections. We have talked about women but have not talked much about the weaker sections which cover scheduled castes, scheduled tribes. But since we have paucity of time we will not go into it.

I would feel that the voluntary organisations, not only a few selected ones, but the voluntary organisations, mahila mandals, must expand their role and take up the task really

and in a genuine way to reach out to the weaker sections and do a lot of net working. There are small organisations to help them in distributing materials and what not. SEWA was built up that way and that sort of thing they did not have to do.

Not only women's institutions but all educational institutions must start re-structuring their courses and programmes so that adult education is as a re-structured force is some theory, some field work, some practice is taught to every student who is passing out of the college system whether a boy or a girl.

Then the professional colleges have to take up this role in a bigger way Certain departments of Home Science colleges must go more into the community like social work institutions and monitoring of ICDS, Anganwadi, and other programmes. Nursing colleges and medical colleges must help in the health programme.

That way each college -- whatever professional colleges, whatever is the discipline and speciality is—must contribute towards this work which is not only literacy work but development programme, to integrated programme, to design and develop these forces very quickly, prepare reference material so that the process of empowerment can be hastened quickly.

Development of human potential would only come through women's empowerment and women's equality. Adult education for men and women have to be the same though the strategies implemented may be different to suit the requirements of these two.

Discussion

The participants felt that most of the Government schemes on Adult Education do not get the desired results because of the poor coordination among the various agencies

involved in the process and also due to the time involved in getting the sanctioned amount released for the purpose by the Government departments. The participants also felt that it was not proper to treat women separately and club with weaker section of the society. They felt that basic issue at present in our country was eradication of illiteracy and, therefore, it was not proper to differentiate between men and women.

The participants highlighted the fact that though at present 92 universities in our country including 5 women universities were engaged in projects related to adult education, their net contribution was not substantial. In the light of these facts, they pointed out that the role of voluntary agencies have resumed greater importance and it was expected that they should expand their role in the real way.

Amongst the important suggestions offered, one was the decentralisation of power going down to the level of the village panchayats. It was all the more important for the agencies working for the cause of adult education to work in close parlance with the panchayat bodies mainly because even now the village women feel shy of accepting any offer for attending classes by the Panchayats of their respective villages.

SYMPOSIUM ON ROLE OF VOLUNTARY AGENCIES/UNIVERSITIES/COLLEGES/ SCHOOLS UNDER NATIONAL LITERACY MISSION

Chairman : Dr. A.R. KIDWAI

Speakers : SHRI TARLOK SINGH
PROF. K.D. GANGRADE
SHRI B.S. GARG
DR. RAJESH TANDON
DR. AMRIK SINGH
PROF. B. RAMCHANDRA RAO

Shri Tarlok Singh, *Former Member, Planning Commission*

Shri Singh emphasised the role of voluntary organisations in promoting literacy. According to him literacy was an important gradient of poverty alleviation programme and therefore programmes of literacy should be interwoven with development schemes. The success of development programmes will depend on the involvement of large number of women in them. According to him, the share of voluntary organisations in eradication of illiteracy which was 10% in the 7th Plan, has to be suitably increased and all their problems about delays in giving of grants etc. have to be removed. The programmes of adult education will succeed if all grass-root level organisations like Panchayati Raj institutions / Municipalities / Cooperatives / Universities and Colleges. Voluntary Organisations, Yuva Mandals and Mahila Mandals join hands and take up the initiative in villages and in slums of urban areas. The work of monitoring and evaluation should be taken up by colleges and universities which have the necessary skills.

Prof. K.D. Gangrade, *Pro Vice-Chancellor, Delhi University*

Prof. Gangrade pleaded for a suitable methodology for propogation of adult education. According to him, the technology development in the country should reach the grassroot level to improve the life-style of the people. Voluntary organisations must devote themselves towards serving the people. Programmes of skill development needed to be taken up as development inspired the participants and workers. It seems that the present approach is only figure-oriented and not people-oriented. Even the voluntary organisations are mostly grant oriented and often it is felt that the political will is not adequate to the task.

Shri B.S Garg, *President, IAEA*

Shri Garg pleaded for plans to be prepared at micro level and suitable action taken at the grassroot level. A big plan at the national level alone will not achieve the desired results. According to him, the voluntary organisations needed to be assisted and guided suitably so that they are able to make their contribution. Similarly, in the mass programme for adult education, students have a big role to play for which purpose they should be suitably inspired and motivated with the help and guidance of teachers and heads of institutions.

Dr. Rajesh Tandon, *Coordinator, Society for Participatory Research in Asia (PRIA)*

Dr. Tandon stressed the need for a movement for literacy which should be suitably funded, guided and encouraged by important people and the Government. He made a strong plea for the right to learn. He advocated a change in the development policy towards voluntary action in the country in order to maximise the voluntary contribution.

Prof. Amrik Singh, *Former Vice-Chancellor, Punjabi University*

Prof. Singh drew attention to the many ups and downs in the adult education programme in India. According to him the university system could play a leading role if right type of people take interest in the adult education programme. The NSS could be harnessed to the task of eradication of illiteracy with the good offices of Vice-Chancellors and teachers.

Prof. B. Ramchandra Rao, *Former Vice-Chairman, UGC*

Prof. Rao drew attention to the present state of illiteracy/poverty and population explosion in the country. According to him the country would have been in a much happier situation if article 45 of the constitution had been fully achieved. He suggested that all public sector undertakings

should make their employees literate. The electronic media could render valuable services.

Dr. A.R. Kidwai, *Former Governor of Bihar*

Dr. Kidwai emphasised the importance given to adult education in all committees and programmes of education starting from the national standing committee headed by Pandit Jawaharlal Nehru and the subsequent education "Nai Taleem" committee headed by Dr. Zakir Husain in 1938. The country must get rid of poverty and illiteracy in order to achieve real success in the development front. It is a happy augury that the Panchayati Raj system is being galvanised for action at the grass root level.

He said it should have been the national responsibility in free India of every citizen to teach others who have not been able to read or write. Dr. Zakir Husain had suggested that we should make a law that either you teach one every year or if you cannot teach then you pay enough tax, pay some penalty so that the money could be utilised to teach the other person by hiring somebody else or by appointing somebody else. This he said was not necessary for creating literacy but this was necessary for creating a social consciousness among the people who have become free to create certain motivation to improve their conditions and free the people from poverty and ignorance. It was necessary to improve the social health and welfare conditions of the people in order get rid of poverty and be able to live like free people with a sense of patriotism.

SYMPOSIUM ON
ADULT EDUCATION AND INTERNATIONAL UNDERSTANDING

Chairman : DR. PREM KIRPAL

Speakers : FR. T.V. KUNNUNKAL

SHRI M.C. NANAVATTY

SHRI J.C. SAXENA

FR. T.V. KUNNUNKAL, *Chairman, National Open School, New Delhi*

We cannot have international understanding unless there is a basis of acceptance among the people, living in the world. Acceptance is very difficult unless there is reasonable equality between those who accept one another, and in today's world equality has to have a firm base on knowledge, knowledge as understood in the broad sense of the word, and not in the narrow senses of learning of A B.C.

There has to be some knowledge base. We have today a world divided into three – the Ist World, IInd World and the IIIrd World. We did not divide, somebody else did it. The reason for such division perhaps is social and the immediate reason for it is wealth of a country.

Let us go a little deeper. We find that these countries have progressed and advanced in the means of generating wealth, whether it is federated farming, federated trading or manufacture of tools, machines etc. You will find a line below wealth that comes through men and machines. The base for advancement is quantity and quality of scientific knowledge, the ability to continue to create new knowledge, newer and newer technologies. The fruits of development are being increasingly realised by these countries which are fore-runners of information generation and information-technology. Knowledge in the productive sense is today at the base of progress, in the Comity of Nations. We find India stands low in terms of its ability to provide minimum of decent human conditions of living to its people. In the book called 'Third Way', the first way is agricultural stage by 10000 years when people basically were concerned with

production through farming. And then, for 300 years came the second way, ushering in Industrial Revolution and the market economy and growth of science and technology. The quantity and quality of the process increased. This is called Second Way. The Third Way—is Information Technology, to bring about radical revision in the *status quo* of second way transition. Some of it is already taking place, in some of the advanced countries, the author feels. He feels something like 50 million people in advanced countries are unemployed today, but they hope that they will be able to recycle, produce from new technology and change to new ways of production, different from the second way production and this I do not think we will debate too much.

So, it is clear that there is a connection between education and international understanding. If we cannot provide a minimum of decent human condition to people, it would be difficult to achieve international understanding.

It will not be possible to promote international understanding when more than half of the world's population is below poverty line. Attack on poverty and illiteracy would go a long way in promoting equality and international understanding.

Things which have been discarded abroad are being promoted in our country and the main task of adult educators is to promote the culture and values which we have cherished for a long time in this country.

SHRI M.C. NANAVATTY, *Consultant, Social Welfare and Development*

Conceptually international understanding is an integral part of the adult education programme. To the extent adult education is developed and refined, the subject of international understanding acquires meaningful content.

freely and learn from the ideas and experience of others. Gradually they were exposed to wider view of life through the organisation of group discussions, Mushaeras, Kavi-sammelans and selected films on life outside the country; youth groups were formed to offer leadership; Mahila Mandals organised their own religious discourses and cultural activities besides economic activities like sewing, tailoring etc. On the whole brotherhood of relationship was built. Relatives from neighbouring country, Pakistan, were welcome. Some of the local youth went to Pakistan to explore new pasture, and some of them came back because of the attachment to their neighbourhood. Thus seeds of international relationship were sown.

The involvement of primary groups in spread of adult education movement had seeds of international understanding and relationship. Basic problems of life are common in all communities and countries. Even sharing of common suffering resulting out of poverty brings people together. Commonness of interests builds a sense of brotherhood with other communities and countries. The trinity of aims common to all, namely, security, economic development and moral values, bind people together. Sharing of common aspirations build international relationship. Thus roots of international understanding and relationship lie deep in the life of primary groups of adults.

Unfortunately this emphasis on building primary groups of adult life as an integral part of adult education programme did not spread beyond the walls of old Delhi. With change in political leadership, the funds for community based adult education decreased. It must also be acknowledged as an after thought that we the adult educators did not then have the know-how of spreading this successful experiment to a wider area of influence. With the Government emphasising literacy as language learning for adults, and with emphasis

Ultimately the concept of "One World" becomes a part of the philosophy of adult education.

In practice, however, the subject of international understanding does not figure in the contents of adult learners; other priorities of functional literacy, training in occupations and work, and knowledge of day to day requirements of life over-crowd the contents, giving very little space, if any, in the curriculum, for international understanding. However the subject does figure in the training of adult education workers although with a very limited coverage. It figures more proudedly in the work of planners, policy-makers and administrators of adult education.

Historically speaking the adult education movement acquired its hey-day of development in late fiftees and sixtees under the leadership of Dr. Zakir Husain, Shafiq-ur-Rehman Kidwai, V.S. Mathur and Dr. Mohan Sinha Mehta. That was the period of wholesome development of adult education programme in our country. Jamia Millia took the lead in spreading community-based and neighbourhood-based education for adults wherein the problems of family and neighbourhood were discussed. Emphasis was laid on mutuality of relationship, meeting of common needs and problems, and relating adult education to community based cultural and social development. In the Balak Mata programme launched by Jama-Millia in the old City of Delhi, literacy and occupation for women were means for development of the people. Social Education Department of the Delhi Municipality followed the leadership of Jamia and established neighbourhood centres in the "Mohallas" and "Katras" of old Delhi.

The emphasis on involving the primary groups viz., the family, the home, the neighbourhood and regional communities provided the adults with opportunities of social expression. They were encouraged to air their opinions

on the target number of adults made literate, this vision of community-based adult education faded away.

There were two other experiments that were initiated under the leadership of Dr. Mohan Sinha Mehta, the then president of IAEA. He promoted an adult education department in Rajasthan University, (1965) to provide research and training in adult education. The experiment gathered momentum in the country. Today no less than 92 universities have Departments of Adult Education, although only four or five have the programme of research and training: others have adult education centres promoting adult literacy. This spread of higher level adult education training have possibility of enriching the field of adult education.

The second experiment in establishing a Literacy House at Lucknow under India Literacy Board (1950-60), was an example of international relation. Under the leadership and financial assistance from late Dr. (Mrs.) Welthy Fisher, the Literacy House became a symbol of international relationship in the field of adult education. It's training programmes and publications influenced the field immensely. Unfortunately this experiment lost its effectiveness after the transfer of the project to the state Government and placing it under the administration of a bureaucrat.

The healthy plant symbolising international understanding and relationship did not grow into a fully bloomed tree offering guidance and leadership to many other institutes of adult education even in that state.

The early effort at spreading education among adults in the country bore imprints of values, respect for the individual, recognising his/her individuality and good human relationship. This was the same emphasis that Nehru laid in developing international relationship. It was because of this emphasis on values and enlightened leadership, that the

IAEA, as a national organisation, received respect and recognition from the Government and U.N. organisations, and was looked upon for guidance on policy and programme formulation of adult education in the country.

The programme of adult education today has acquired the over-all weightage of adult literacy. It seems to have been assumed that without literacy people of the country will remain ignorant. Literacy appears to be equated with knowledge without realising that it is through the involvement of primary groups that people acquire knowledge and understand for their development. Unfortunately IAEA succumbed to this over-all view of the Government and became a part of it by accepting projects of training of literacy workers. It did not suggest an alternate programme of development like the new vision of conscientisation and awakening of adults through adult learning. Of course such an alternate is not meant for any authority. No establishment, however enlightened, can afford to risk concientising people.

A cursory study of the literature for neo-literates indicates that the subject of international understanding figures very little. The weight given to international understanding is very minimal. This is but natural looking to the requirements of learning in the midst of the pressures of life and living of average citizen in the country.

The subject is however conspicious by its absence in the training of adult education workers. A study of the continuing education courses in universities of Saurashtra, Delhi, SNDT and Poona indicates the coverage only in the tropic of "Lessons on Current Affairs". Even the New Guidelines on Adult and Continuing Education and Extension Programmes in Universities and Colleges does not include the subject of international understanding in its contents.

The subject of international relation receives greater emphasis over national interests in the field of Adult Education. The IAEA is an active member of three organisations, viz., Canada based International Council for Adult Education (ICAE), presently Sri Lanka based Asian and South Pacific Bureau of Adult Education (ASPBAE), and International Federation of Workers Educational Associations (IFWEA). It had played an important role in the formation of the first two organisations. This membership keeps alive the interest of IAEA in international matters and promotes international understanding. At times the participation in these organisations over-shadow the national interests of adult education. This however is the common limitation and suffering among all national based service organisations.

The leadership exchange programme of UNESCO and ILO provided opportunities to administrators and policy makers in the country to visit other countries, both in Asia and Europe, to study adult education movements and thereby develop through joint deliberation and association better international understanding. This programme has proved valuable and needs to be further strengthened in the interest of international understanding.

For adult education to promote international understanding the following are suggested :

i) The programme of adult education has to be re-adjusted to give importance to primary groups of the family, the neighbourhood, and the regional community, emphasising human relationship, understanding and a sense of brotherhood. It is within this wider perspective of adult education that the role of adult literacy is to be conceived.

ii) The subject of international understanding leading to one-world concept of the brotherhood of huma-

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nitv needs to be incorporated suitably at all levels, viz. in the curriculum of neo-literates, the workers' training and administrators' policy formulation; and

iii) The international relationship should be conceived in the interest of national development and in turn should contribute better understanding among South and South North countries.

SHRI J.C. SAXENA, *Hony. General Secretary, IAEA*

Education, especially adult education has a big role in promoting international peace, international goodwill, world peace and cooperation and sharing of resources. All the countries have to realise that they can exist on the basis of equality, on the basis of understanding, otherwise they have in their arsenals powerful weapons whi h can finish the world in minutes

Old barriers are now breaking down and life is becoming more international People have started meeting others, sharing their experiences, learning from them and understanding their education, culture and scientific advancement. International understanding is thus being promoted. It is not something in the air; it has roots now, and we hope that education at the grass root level, will further strengthen international understanding so that people can live together peacefully and happily.

In India, we have spent a long time relentlessly in search of knowledge. But the present high rate of illiteracy is lowering our image in the world. Promotion of equality and providing need based information will be main task before educators in the next decade. Adult Education through appropriate area specific and group-specific programmes can promote and should promote international peace, goodwill and friendship.

DR. PREM KIRPAL *Former Education Secretary, Government of India*

The Indian Adult Education Association has done very well over 50 years, as I have had the priviledge of being connected with its work right from the beginning when Dr. Mohan Sinha Mehta was one of the Founders of the organisation, and as Secretary of the Ministry of Education, I had to process the request of the Association for their building which is located at Indraprastha Estate Dr Mehta also had extended his work to the University of Rajasthan and it was the first University in Jaipur where an Adult Education Department was set up.

The aim of adult education should be to learn the world and not the word only. Adult Education should become part of life-long education.

The Unesco and UN agencies have played an important role in bringing people together of different countries alongwith promoting developmental goals. It is through synthesing cultures p evailing not only in different countries but also in India we can promote national integration at the country level and bring about a new world based on mutual respect and understanding.

Through education the tensions and conflicts could be resolved peacefully. People have to learn to trust one another and should open out. International understanding can be promoted through exploring the truth together. Adult Education should promote good citizenship, human values and culture of different countries.

PANEL DISCUSSION ON
ROLE OF JAN SHIKSHAN NILAYAMS AS COMMUNITY EDUCATION CENTRES

Chairman : PROF. P.N. SRIVASTAVA

Speakers : SHRI ANIL SINHA

PROF. YASHWANT SHUKLA

SHRI ANIL SINHA, *Director, Directorate of Adult Education*

I have just been wondering what we can talk about Jan Shikshan Nilayams—Centres of community participation. To the gathering like this, I think one does not have to emphasise the need, the importance of post literacy, or continuing education. Yesterday, When Mr. Bordia spoke about adult education in the 1990's one of the things he brought out was the reality of adult education/continuing education in the 1990s, as how post literacy and continuing education will be emerging as an area of importance, as an area which would sustain the adult education programme in the coming decades. I thought, it may be worthwhile to give a brief idea of what Jan Shikshan Nilayams is, as conceived in the National Literacy Mission. Though in brief in the video presentation on the first day of this Golden Jubilee Conference, we had discussed this subject. Those who had been present on that occasion, would recall the kind of photographs of Jan Shikshan Nilayams and the various activities of those community centres. I was very happy that after that presentation, many people came to me and told me that those photographs and slides were lively, very clear. It gave a very good idea of what Jan Shikshan Nilayam is going to be like and they would like to have copies of those slides. I am happy on two counts, one was the fact that it is the Directorate of Adult Education, the organisation in which I worked was involved in this exercise. It is the concept of Nilayam which is now taking shape in our country. Perhaps we could see the kinds of enthusiasm with which the literacy campaign started, way back in 1937 and I would like to read some account of what has happened. A lot of people came forward for the 'each one teach one' programme. But ultimately, if you look at the

results what we find is that those campaigns were reduced to what was called ultimately 'signature campaign'...process value...and we found the search for identity even in small children who have this curiosity to develop this, because we spent considerable time in the forming of this programme.

The Jan Shikshan Nilayams will serve as community education centres if the community is fully involved in its programme. I am hopeful that the various programmes of JSNs will be in a position to create mass awakening among the people. With the setting of JSNs the post literacy and continuing education has been institutionalised in the country for the first time. I am confident that they will go a long way in promoting continuing education and checking relapse into illiteracy.

PROF. YASHWANT SHUKLA, *former Vice-Chancellor, Saurashtra University*

This celebration, the Golden Jubilee Celebrations marks the spirit, of 50 golden years of service. I share the enthusiasm and opimism of Shri Anil Sinha when he described the importance of Jana Shikshan Nilayams as the nerve Centres of community education. I would further go on and say that they are new temples of education where without any discrimination of caste, creed and sex, people of all races will come together and reap advantage from the amenities offered to them through the Jan Shikshan Nilayam. The JSN's will particularly suit the rural areas in our country. They will be permanent centres of community living and community teaching.

As rightly pointed out by Shri Sinha, it is a major venture of continuing education and its development. But I can say that it is a package programme sold out to the people. My memory goes back to the IAEA Conference held in Lucknow in 1974, where Dr. Mohan Sinha Mehta presided and the

keynote address was given by Shri V.S. Mathur. In his address Mr. Mathur presented a concept of package programme, adult education and primary education and all that was needed for the development of the village. I was glad to find yesterday that the Chairman, Prof. M.V. Mathur, also gave out an idea of package programme of combining adult education and family education and taking care of both. In the booklet 'Adult Education Terminology' by Shri J.L. Sachdeva, if you see, in a short form, he has given the definition of Jan Shikshan Nilayam—a permanent Centre of post-literacy and continuing education. It aims to ensure retention of the literacy skills, provision of facilities to enable the learners to continue learning beyond elementary literacy and to create scope for application of their learning by improvement of their living conditions. Started in 1988 under the National Literacy Mission, the objectives are—

(1) Provision of facilities for retention, continuing education and application of functional literacy (2) Dissemination of information on development programmes, widening and improving participation of traditionally deprived sections of society (3) Creation of awareness about national concensus, such as national integration, conservation and improvement of environments, women's equality, observance of small family norms etc. and sharing common problem of the community (4) Improvement in economic conditions and general well being as well as improvement of productivity.

In a paper circulated here, Dr. V.L.N. Reddy, who should have been amongst us today, but, unifortunately, he has gone abroad, has prepared a detailed study of the resource control and administration of Jan Shikshan Nilayam. According to him, not only universities but all voluntary agencies and other Education Centres should come to the rescue of the JSN to provide elementary and preliminary resources to the JSN. He has described all these things including population education role in the social, economic

development, planning of local literacy and the importance of medical and health care for the development of societies. The Prerak, if he or she is a real motivator, should be able to provide real services to the community through these J.S.N.'s.

Prof. P.N. SRIVASTAVA, *Member, Planning Commission*

Today, India is amongst the five or six Nations in the world who have the capability to do in things in certain advanced fields. We also say that we are amongst the 10-15 countries in the world agricultural or industrial production. When we talk about all these things, I think we should also remember Mahatma Gandhi, who said that Mass Literacy in India is essential if India is to move forward. Now I would like to ask you this question. If we have the capacity to be amongst the top Nations in the world, this capacity and capability has not achieved the results as far as literacy is concerned We are only about 40% literate. Low literacy has its own effects Today we are giving so much of importance to agricultural development. I can assure you that, if a farmer is educated for four years, he would be in position to get better yield form the land. All the developing countries if you see, the first thing that they did was promotion of literacy. Only after achieving effective literacy a country can advance technologically. Otherwise it won't. It will not be able to sustain the growth rate that is envisaged. We are not in a position to compare or compete even with Sri Lanka in adult literacy, but somehow or the other our priorities went somewhere else and not literacy and we are facing the results of this now.

As far as the Jan Shikshan Nilayam is concerned, I think it is an ambitious programme and I am happy that it is a very ambitious programme. Because if it is not ambitious I do not think we can really go ahead. All the Jan Shikshan Nilayams should not be in the same footing, on the same

pattern with the same programme; there can be different patterns, different activities could be there according to the area and the type of people for whom they are set up.

I am also very happy that it is not limited to literacy, etc. and other things are important and without that, I do not think, the interest will be created. I do hope that the Ministry is taking care of. As far as I am concerned, I am sure this programme is not going to succeed, if it is a 100 per cent government programme. These are essentially people's programmes and they should undertake them with support from the government. In this respect, I think, care should be taken where should these Jan Shikshan Nilayams be established. We can also find out where are the enthusiastic people—these Nilayams will succeed where the community is very enthusiastic. I will suggest that let us have these community centres in the schools where children study. The whole community should get involved in it for an year and a half on something like that.

The role of community was emphasised in the National Policy on Education which was presented before the Parliament. It was presented before the National Development Council which has accepted and approved it. What I mean is that this is for the people who want to participate in this programme.

We have spent large sums on primary education but the desired results have not been achieved. It would be better, if the schools are run by the community.

Primary and adult education will get top priority in the Eighth Five Year Plan. Higher education is highly subsidised. This should be done away with. People should be asked to pay for it. The money saved there could be utilised for primary and adult education. The results, I am confident, will be tremendous and contribute to the progress of the country.

SYMPOSIUM ON
ADULT EDUCATION FOR DEMOCRACY AND CITIZENSHIP EDUCATION

Chairman : SHRI B.S. GARG

Speakers : PROF. C.J. DASWANI

PROF. B B. MOHANTY

SHRI SATYEN MAITRA

PROF. C.J. DASWANI, *Professor of Non-Formal Education, NCERT*

Adult Education for democracy should not be confined to illiterates, the semi-literates or the relatively less educated but is essential for the entire citizenry. It should lay emphasis on education of legislators, civil servants and professionals in the basic tenets of democracy.

Adult Education for democracy should help in fostering economic dynamism, augment productivity and secure all round development. Adult Education for democracy, citizenship and social responsibility should keep pace with changing times and needs of the society. Adult Education should ensure transfer of technology and vocational skills to the fields and factories.

Who will provide training in democracy and citizenship is an important issue. Institutions at the grass root should take up this work rather than centralising this sort of training in some select urban areas. The programme should not only aim at imparting imformation but should also provide opportunity for listening to others points of view and for expressing ones own views. It should not be a one way process. Through mutual discussions of common problems and issues, people should be able to appreciate the other's point of views and arrive at a consensus which reflects the view point of the majority In a democratic set-up, people have to imbibe the virtues of tolerance, mutual goodwill and fellow-feeling. Only then democracy becomes not only a form of government but what is more important a way of life.

PROF. B.B. MOHANTY, *Professor and Head of the Department of Audio-Visual Communication, Indian Institute of Mass Communication, New Delhi, and Treasurer, Indian Adult Education Association*

Adult education promotes democracy. It accelerates the process of democracy. Adult franchise without adult education is an anomaly. Democracy, based on adult franchise postulates that the basic issues confronting the society are understood by the electorate. A largely illiterate electorate, unaware of the issues involved in an election, poses far reaching social and political problems in the working of democracy, because, then the common men and women are not able to participate in the process of governance in an effective and meaningful way.

The Education Commission (1964-66) in its report observed : "One of the major plans in the strategy of a society which is determined to achieve economic development, social transformation and effective social security should be to educate its citizens to participate in its developmental programmes willingly, intelligently and efficiently. This is particularly urgent in a society in which masses of people have missed schooling and in which the education given has been irrelevant to the developmental needs". This makes it very clear that adult education should be regarded as a way of preparing men and women for social, civic and economic roles and help the adult to interest himself in the vital national problems and to participate effectively in the social and political life of the country. Hence the need for citizenship education. Conceptually, adult education has all the components of citizenship education.

Dr. G. Ramachandran, in his Dr. Zakir Husain Memorial Lecture, 1975, had said : ' Citizenship in a democracy and within an open society involves some training, a minimum of general education and last, but not the least, the capacity

to earn an honest living. What is the use of giving every adult a vote without giving him or her some training and some learning to exercise that vote freely, without fear and under no pressure from within or without ?" Citizenship education leads to citizenship development, which means : enhanced awareness and a consequent change in the attitude of citizens. Basic to citizenship education is the development of a concern for others, a sensitivity to the feelings and needs of others and respect for fellow citizens. This is the hallmark of a morally educated person. As Shri P.N. Haksar put it : "Rousseau said that societies progress and change by being governed from concepts of status to concepts of contract. Contract however, is only possible where free individuals emerge. The concept of 'free individuals' has eluded us, although it is our aspiration to know it. The normal relationship in our country is still a relationship of *raja* and *praja* of *badshah* and *riyaya*. Citizenship has yet to emerge as an operational concept determining the consciousness of millions of our fellow citizens". This primordial consciousness is still there and is generated day by day in our society, because, the past is embodied in our social and political institutions. When a child grows up, his consciousness is evolved and determined by his caste and religion. Haksar says that "since our independence, the political process, instead of dissolving the primordial consciousness of *jatiyata* and *mazhab* or *dharma*, has reinforced and strengthened it and continued to do so. This is at variance with our profession that somehow there shall be a new relationship between the modern nation state of India and the millions of people who live in it, are protected by the state, have their rights, and to which they owe a duty".

The clientele for citizenship education includes the literate and the illiterate, the educated and the uneducated. It has to be a built in component of both formal and non-formal education. It can be promoted by the conventional methods of adult education. The media—electronic, print and

tradition—have to play a more dynamic role in promoting citizenship education. Paulo Freire's conscientization process accelerates citizenship education and democratic growth. All these work in an environment where inequality is reduced to the extent possible. The need of the hour in India is empowerment, which comes as a result of effective citizenship education, which in turn creates empowerment. Citizenship education has to be a continuous process.

SHRI SATYEN MAITRA, *Secretary, Bengal Social Service League, Calcutta*

India is the largest Parliamentary Democracy in the world with a magnificent Constitution, which guarantees full freedom in all the spheres of life for the people and complete equality before the law. But then, India is also a country with the largest concentration of the illiterates, a hoary class structure, disadvantaged sections like scheduled castes, tribes and women and a regional and communal bias. There is an unfortunate gap between what the Constitution embodies and what is practised by the people. What the people practise violates the Constitution, but this is tolerated in the name of freedom and non-interference which are considered to be hall marks of a true democracy.

The democratic planning and its execution can be solved by the participation, the collective responsibility and intelligence of the people. This is built up over a number of years. It cannot suddenly materialise through the exhortations of a few leaders. It requires a change in the ways people feel, think and act. It means social obligations.

In the Third World countries, one finds that there is a resentment against restraint, a reluctance to obey rules and a resistance to subordinate one's interest to the interest of the community. One also finds that there is a tendency to cherish and preserve antiquated beliefs and not progressive

ideas. One also finds that in some of these countries there is an opposition by the Governments to curb harmful social and religious practices. Even the observance of existing laws is not enforced. All this is done in the name of liberty. And perhaps more practical considerations about repercussion on people's votes are also there.

But liberty is not licence. Freedom is generated through cooperation, obligation and social action. It is the product of mutual aid and consideration. Restraint and restriction are necessary to extend the area and quality of freedom.

In our civic life, we are conscious about rights, but have jettisoned social obligations and duties. In the process, we have curtailed our liberty.

Our civic education programme must pay equal attention to rights, duties and obligations. Rights without concommitant duties and obligations can lead to social chaos. Restraint has to be put on casteism, communalism, regionalism and obscurantism. Exploitation of women, the weaker sections and the minorities has to cease. To help in the process, civic education needs to come forward. It cannot resort to punitive measures. Its weapons are information, discussion, dialogue and persuasion. It cannot expect any radical change overnight. It has a long and arduous task. But if it does not undertake it, then with perfect election procedures and maintenance of the facade of democracy, we shall gradually enter into an era of darkness and disorder. It is Adult and Continuing Education which will ensure the smooth functioning of democracy in India and other developing countries through appropriate programmes with the active participation of the people at all levels.

Shri B.S. Garg while summing up the discussion thanked the panelists for their scholarly presentation. He exhorted the thinkers and practitioners of adult education to keep these important issues in mind in all the programmes of adult education they undertake.

SYMPOSIUM ON
ROLE OF TRADE UNIONS, COOPERATIVES IN ADULT EDUCATION

Chairman : SHRI J.C. SAXENA

Speakers : SHRI RAM LAL THAKKAR

DR. DHARM VIR

SMT. M.M. VAID

SHRI RAM LAL THAKKAR, *Secretary, Indian National Trade Union Congress*

Recently, we were successful in getting a resolution adopted for all workers, about access to education and access to communication. The need in adult education is to give practical training and re-training, which is being talked about all over the world. This will give an opportunity to prepare new plans for the common people. Trade Unions can contribute considerably for the education of their members and the members of their families as they have finances of their own.

Trade Unions have a commitment for welfare programmes. Now we should take advantage of that. In our own way, with our resources, we have to promote education. Trade unions can join hands with adult educators and prepare action plan for literacy programmes.

The National Federation of Railwaymen has already agreed to give us volunteers. They have several railways and thousands of stations. They have offered the services of 100 colleagues on each Railway—about 1,000 workers who will be able to adopt 5 villages around or 10 villages around. More emphasis now has to be to educate the rural people. In plantation areas and mine areas, and other big plants which are situated in the rural areas and tribal areas there is great scope for adult education work. It is not difficult to raise money from workers for this noble cause. If an organisation like INTUC can raise crores of rupees to support the peoples' movement against apartheid in South Africa; it can surely raise funds for the education of the people of our own country.

DR. DHARM VIR, *Former Joint Director (Education), International Cooperative Alliance (ICAROAP), New Delhi*

Adult educators are cooperators in the sense that when they promote education, co-operation is one of the subjects. In cooperative movement, we always promote adult education.

We have such varied programme of adult education under cooperative adult education. Sometimes you see it in shape of agricultural cooperative extension, sometimes of consumers cooperative education, other times as education for industrial cooperatives. The subject of cooperation is not a new subject in adult education. Recently we have gone into youth and women mobilisation. Of course half of our membership is women.

Let me move, not alone but together—that is te co-operative education; actually that we move together towards something good, something better and this message, of course, was there when we had social education programme because we had a lot of social content in it. Jawaharlal Nehru, whose centenary we are celebrating had a great idea that unless we are social-minded and cooperative unless we see beyond ourselves or our families, it is very difficult for the country to move forward. So, he had shared the idea of social education with our past leader, Shri S.K. Dey, who is no more today and we feel very sorry and miss him. He implemented that idea. Somehow I do not know, why it slipped from our adult education association circle. Anyway by that time Mr. Dutta had asked me to go to cooperative movement and help in cooperative education in Asia. I worked a lot with him and the Indian Adult Education Association and we were doing workers' education and some cooperative work as a part of our adult education. By working with cooperative movement I found that there is a lot that as adult educators, we can learn from

'cooperatives'. Adult literacy and education will go well as part of cooperative education programme in different parts of the country.

One more question that has been bothering me is about coordination between adult and cooperative movement. We are all working for adults. We should cooperate amongst ourselves. If something happens in the field, the cooperative society man thinks that adult education is not his work and whenever we see the case of a trade union man, he turns his face to some other side. Let adult education, workers' education and cooperative education join hands for the promotion of common cause of people's welfare and development.

It seems that we field workers do not understand one another. I think there is a need where we put workers' education, adult education and cooperative education programme together and tell our workers that these are one and the same things. If any modern society has to move, the answers are in adult education, cooperative education and workers education programme together. So much so yesterday when we were discussing about Jan Shikshan Nilayam, I felt that ideally it is cooperative which should own Jan Shikshan Nilayam. Cooperative institutions earn some money from the people and since they stand for no profit, their earning can be used for adult education. They should put their surplus in the improvement of their clients i.e. their members or so to say local population, within their reach

SMT. M.M. VAID, *Deputy Director (Education) National Cooperative Union of India*

Cooperative societies are the small democracies, organised by individuals having common economic interests and manged by themselves democratically for fulfilment of these

interests. The programmes of cooperatives are decided by general body which must be in consonance with the common economic needs of the members. Members have to elect their representatives to manage day-to-day affairs of the society. Thus cooperative provide practical training to the people in democratic decision making and democratic functioning.

To have adult education through cooperatives is to the mutual advantage of the movement as well as adult education programme. An educated member is an asset to the cooperative society as he will be better and active member participating in the society's affairs; he will be a skillful and conscious manager and leader of the society resulting into efficient functioning and services.

National Cooperative Union of India is the apex body of the Indian Cooperative Movement engaged, among others, in cooperative education of non-officials i.e. members, potential members, members of the board of directors, office bearers and cooperative leaders; and training of the officials. Cooperative Education is implemented through State Cooperative Unions and district cooperative unions. At present we have 27 State Coop. Unions at State and Union Territory level and 324 district cooperative unions in 13 States. The Cooperative Education Instructors are appointed by the State Cooperative Unions and placed for actual working under the district cooperative unions. In the States where district cooperative unions do not exist, the State Cooperative Unions are directly monitoring the programme. We have more than 800 cooperative education instructors and lady Cooperative Education Instructors functioning in the country.

Summing up the discussion, Shri J.C. Saxena stated the great role which trade unions and cooperative societies are playing in the country today. Their efforts will bring better results if their members and their families are educated.

Hence the adult educators should build bridges of understanding, cooperation and common action with leaders of workers and cooperative movement. The objectives of the three movements are common and so there should be a joint action to achieve the results. Appropriate programmes can be evolved through mutual discussiuns for implementation at the grass-root level. These programmes are mutually reinforcing and must be integrated and implemented jointly.

Conference Pays its Tribute to **SHRI S.K. DEY**

On May 24, Shri J.C. Saxena informed the participants about the sad demise of Shri S.K. Dey, who played a leading ro e in the Community Development Movement and promotion of Social Education. The participants stood up and observed 2 minutes silence as a mark of respect to the parted leader. A resolution condoling his death was passed.

VALEDICTORY ADDRESS

S N. SINHA,
Vice-Chancellor,
Rajasthan University

At present there are 181 Universities including the deemed Universities as well. Nearly 5550 colleges, about half of them are located in rural or semi-urban areas. There are approximately 3.5 million students and .2 million teachers in the University system. In all roughly 2500 Adult Education Centres were sponsored by the University Grants Commission till December, 1988. A new awakening in the Universities and Colleges involved is apparent from the involvement of a large number of teachers and students in the mass programme of functional literacy. The basic issue for consideration is, whether the centre based programme and the individualised programme should be allowed to continue side by side or the one should be substituted by the other. Perhaps, the resolution of this dilemma can be possible through the adoption of an integrated area based programme.

The other important issue for consideration is the linkage of basic literacy and continuing education programme in the University system. In an institutionalisation of mass programme of functional literacy, a better coordination of the voluntary agencies with the University system is needed.

It can hardly be denied that the literacy mission is a societal mission. Hence the mobilisation of social forces with active participation through the energisation of such organisations, as the University is needed. Needless to say, for the effective implementation of all development pro-

grammes of the nation, the University has to promote functional literacy.

As is well known, the magnitude of illiteracy is 80 million in the age group of 15 to 35 years, of which the maximal contribution comes from the rural areas and particularly the women and the Scheduled Castes and Scheduled Tribes. Therefore, the objective is to furnish a general arouser and awakening to achieve self-reliance through the literacy mission programmes. The crucial as well as the core crux of the issue was success of this functional awareness programme towards literacy which, in turn, is the creation of available environmental motivation of learners and teachers and mass mobilisation of people's involvement.

The strategy of launching mass movement to secure people's participation through media and communication must envisage the involvement of educational institutions, such as, the Universities, students, organisations and youth of the country. A fundamental question, which arises in the implementation of the strategy outlined above, pertains to the question as to who should be mobilised and for what ? Illiterate adults should be mobilised, come forward and be made to feel the relevance of literacy in the context of development. Measures should be taken so that the neo-literates do not relapse into illiteracy in the absence of an oppropriate continuing education programme.

Therefore, the basic approach of the University and its colleges in the literacy missions should be that of voluntarism i.e., to voluntarily impart literacy to the society and the community which sustains the Universities or the University system.

An attempt should be made to concentrate the mission in the adjoining villages—rural and the semi-rural areas and slums in the urban areas.

The scope of mass communication centres functioning in the University system should be to sensitise the film industry so as to incorporate literacy messages in terms of success stories promoting family development. An attempt to develop pamphlets, as has been done by the Gujarat Vidyapeeth Vice-Chancellor, Prof. Ramlal Parekh. Work related activity be linked up with adult and continuing education programmes so that they may contribute directly or indirectly to enhance their productive capacity. Above all, in all such missions of continuing education it is very important to facilitate experiential learning in family situations, peer group and other situations involving inter personal relationships. Attempt should be made to enlist and motivate youth from the educated community in their leisure time to become members of literacy brigades so that at least 10 to 20 students of each class or section of the college or other educational institutions could confess for literacy, jointly seeking the assistance and cooperation of the literate members of the local community. The major deficiencies and shortcomings in the implementation of mass programme for functional literacy with the involvement of the university and college students included training of master trainers, such as, NSS Coordinators, Heads of the Department of Adult and Continuing Education, etc., should be found out. For the training of student volunteers a detailed training schedule is needed by the master trainers so that they can take up orientation programme of the volunteers. Training be also imparted to them in non-formal and flexible methods different from the class-room or the lecture method; then identification of adult learners. The target group may be the parents of literate members of the college students, his/her family, neighbours, domestic servants, hawkers, slum dwellers, etc. Another mobile target would be the women, scheduled castes and scheduled tribes, labourers, who migrated from rural to urban areas and other weaker sections of the society, should have to be psychologically prepared

and adequately motivated. Lastly, general supervision and monitoring is needed to look-after the NSS cells in the colleges and the Universities, and qualitative aspect involvement is the responsibility of the institution as a whole. All this has to receive much more serious attention than what it has received so far.

Finally, the impact assessment studies of all important issues must involve sheer concerns for the actual level of achievement attained by the learner. The efficacy of incentives to teachers as well as to volunteers must also be assessed and evaluated. Perhaps the system of according public recognition to volunteers as well as teachers for their outstanding contribution to mass programme of functional literacy should be considered in addition to the monetary incentives or time incentives or other variety of token incentives.

The Bombay University experiment of MPFL designed to develop ways and means of strengthening MPFL through NSS programme is a good case in point to be considered as it involved nearly 110 colleges out of 117 and the number of students involved was 60,000 out of 1,50,000 (i.e. 40%).

NLM, hence should be given top priority in all the developmental programmes in wider national interest. All educationists should join hands in this uphill and challenging task of nation building.

Fifty Years of Indian Adult Education Association

J.C. SAXENA,
Hony. General Secretary,
Indian Adult Education Association

Indian Adult Education Association is a national level voluntary organisation dedicated to the promotion of adult/non-formal education in the country. Starting in a small way, by a band of dedicated men and women of vision, a little over 50 years ago, the Association has been and continues to be, a pioneering institution in the field of adult education.

2. The Association owes its origin to the foresight and organised attempts of a few enlightened individuals who derived their inspiration from universities/associations abroad and found, in the organisation of the then existing sporadic attempts of various agencies and individuals in the sphere of eradicating illiteracy, a fertile ground for the development of an adult education movement in India. These pioneers founded the adult education society in 1937 to investigate the problems of adult education in and around Delhi, to explore methods of solving it and to extend adult education work throughout the country. At this time the education movement in India had begun to make rapid strides with the assumption of office by the popular Ministries in the Provinces under the Government of India Act, 1935. Though a few adult education agencies like the Bombay Presidency Adult Education Association, South Indian Adult Education Association and Bengal Adult Education Association had been formed to coordinate and extend adult education work in their respective areas, the need for a central organisation with branches/associates in different Provinces and States

was increasingly felt to help in evolving suitable methods and techniques by experiment and research, to act as a clearing house of ideas, information and experience, to coordinate adult education activities carried on in different parts of the country and above all to direct uniform progressive policy for the proper development of the adult education movement India. At the request of some of its very active members, the Indian Adult Education Society took the initiative in organising the first Adult Education Conference in Delhi in in March 1938 to confer and explore the possibility of bringing into being a Central organisation. A professional committee was set up in December 1939 when the second All India Adult Education Conference was held in Bhagalpur (Bihar) under the Presidentship of Dr. R.P. Masani from Bombay. It was at this session that the constitution of the central organisation was presented and finally adopted unanimously by the delegates to this Conference. Thus the Indian Adult Education Association was formally inaugurated as the Central organisation with the following aims and objects :

a) To spread knowledge among the people of India on all subjects related to their all round development, welfare and culture in a popular and attractive manner through suitable agencies.

b) To initiate, wherever necessary, adult education activities in cooperation with various organisations and individuals interested in the work and to encourage and coordinate local efforts and organisations engaged in promoting the cause of adult education.

c) To serve as a "Clearing House" for exchange of ideas, information and advice concerning adult education in the different states of India.

d) To ccoperate with movements aiming at the removal of illiteracy and ignorance and promotion of the civic, economic and cultural interests of the people.

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e) To serve as a connecting link for inter-state cooperation and coordination.

f) To prepare and supply, if necessary, slides, charts, films, booklets, suitable literature etc. and to undertake the publication of bulletins and journals.

g) To arrange public lectures, demonstrations, seminars, etc. for furthering the objectives of the Association.

h) To organise Indian Adult Education Conference and other meetings in furthering the objectives.

i) To persuade the Universities and other educational bodies in the country to take up adult education work and to do all other acts that are incidental to the fulfilment of the above mentioned aims and objects of the Association.

3. Sometimes people judge the success or failure of the Association by the slow progress of literacy in India and the increasing number of illiterates due to rise in population and heavy drop-outs from primary schools. They often forget that the objectives of the Association continue to remain very broad. At no time the Association had the means nor the manpower, to eradicate illiteracy from the country. It only focussed attention to this grave problem through seminars and conferences. It maintained that programmes of basic education for children and adult education should be undertaken throughout the country as they are mutually reinforcing and can lead to universal literacy in our country. The very first national seminar organised by the Association at Jabalpur in 1950 discussed problems of organisation and techniques for liquidation of illiteracy.

The Association continues to lend its support to official and unofficial agencies in order to cooperate with movements aiming at the removal of illiteracy as stated in the objectives of the Association.

4. When we judge the growth of an organisation a glance at the 'numbers' becomes inevitable. Table below will indicate the all round expansion of IAEA during the last 25 years :

At the time of	Institutional Members	Life Members
1. Silver Jubilee (1964)	79	60
2. Golden Jubilee (1989)	225	815

The Association has engaged itself in organising Conferences, Zonal Conferences, Round Table discussions, Seminars and Workshops which have yielded a wealth of ideas for the benefit of the policy makers and planners and the implementors of the programmes in the country. Earlier, the main function of the Association was to mobilise public opinion in favour of adult education. After independence its main function was to help government formulate policies and programmes of Adult Education, to coordinate the activities of the agencies and workers, official and non-official, in the field, to act as a clearing house of ideas and information. This role of the Association was recognised in the following words in the First Five Year Plan (1951-56) Document : "A common national platform where the various agencies can meet at intervals for mutual discussion—so necessary for evolving a common outlook and securing coordination of different agencies—is provided by the Indian Adult Education Association."

5. On this occasion, we remember with gratitude the leadership provided and services rendered by great stalwarts in the earlier years of the Association. Some of the prominent among them were, Dr. Zakir Husain (Vice-President of the Association for a number of terms), Dr. R.P. Masani, Prof. N.G. Ranga, Dr. Amar Nath Jha, Dr. S.R. Ranganathan, Shri K.G. Saiyidain, Shri R.M. Chetsingh, Shri J.C. Mathur, Dr. V.S. Jha, Prof. A.N. Basu, Prof. M. Mujeeb, Shri S.R. Kidwai,

Shri V.S. Mathur and Shri S.C. Dutta. Dr. Mohan Sinha Mehta provided dynamic leadership during his Presidentship of 16 years (1958-74). The present premises of the Association was built during 1958-61 through his guidance and Shri S.C. Dutta's efforts as General Secretery. Dr. Mehta was responsible for setting up the first Department of Adult Education in the Rajasthan University, Jaipur of which he was the Vice-Chancellor. He convened the Conference of Vice-Chancellors of Indian Universities, in Bhopal in 1965 where Dr. Mehta and Dr. V.K.R.V. Rao guided the deliberations of the conference and mobilised Universities for Adult Education. Later I.A.E.A. was responsible for the setting up of Indian University Association for Continuing Education, (I.U.A.C.E.) of which Dr. M.S. Mehta and Shri S.C. Dutta become the President and Hony. Secretary respectively. The Association rose to great heights under the inspiring leadership of Dr. Malcolm S. Adiseshiah who became President after Dr. M.S. Mehta. During six years of his Presidentship Dr. Adiseshiah built valuable foreign contacts. We remember with gratitude the valuable services rendered to the Association by Dr. S.C. Dutta during his Secretaryship (1956-78), Treasurership (1984-86) and Presidentship (1987). He was connected in one capacity or the other with the Association right from the beginning in 1939 till his death on Dec. 4, 1987. It may be stated here that all subsequent Presidents/Secretaries/Treasurers and Members of the Executive Committee have drawn inspiration from these stalwarts and served the Association to the best of their ability. The Association's membership and activities increased immensely in 1980's.

The Pioneering role of IAEA

6. In the early days, the Association strove to create public opinion on the need for a public policy on adult education and mobilise support from the Government and other public institutions for the movement. Today, with adult education recognised as an essential process of national

reconstruction, the Association is concerned with making that process purposeful and effective. The Adult Education Movement in the country began as a part of the nation's struggle for freedom. It now forms as part of the nation's quest to give that freedom meaning and significance. The people in India are now in the process of learning to find through Adult Education, their well being and happiness.

7. The Indian Adult Education Association made several representations to the Central and State Governments for the constitution of National Board of Adult Education and its counterparts in the States. At long last, the Association succeeded when the Ministry of Education at the Centre constituted a separate National Board of Adult Education representing several ministries and departments from the Centre and States, important educationists, social workers including the President of the Indian Adult Education Association.

8. The efforts made by the Indian Adult Education Association right from its inception, for the appointment of separate functionaries in the Department of Education, for looking after programmes of adult education, were not conceded at first but later provided a token staff—first at the Centre and then in some States. It was heartening to note that when National Adult Education Programme was launched in 1978, adequate administrative structures were built at the State, district and project levels.

9. Some of the leaders of Indian Adult Education Association were drawn from the ranks of workers organisations and therefore, they emphasised workers education. Consequently several programmes of workers were carried out in the 1940's and 1950's. An important Seminar was organised by the IAEA in 1956 in Calcutta to examine the whole gamut of workers' education. It included a recommendation to the Government of India for setting up an

agency for workers' education in the country. Consequently a Central Board for Workers Education was set up by the Ministry of Labour and the Indian Adult Education Association has been represented on this Board right from the inception of the Board. The Central Board for Workers' Education is now a large organisation with its zonal and regional offices and unit level organisations. It also has got an Indian Institute of Workers' Education located in Bombay which organises training programmes round the year.

Annual Conferences & Seminars

10. The Association has organised 41 Annual Conferences and about four dozen national level seminars and a large number of Regional Seminars. The Conferences and Seminars attracted the participation of administrators, academicians, social workers, field workers, drawn from the Governments at the Centre and the States, trade unions and voluntary organisations, universities and colleges. These Conferences and Seminars provided a forum for exchange of ideas and information and pooling of experiences. These also helped in clarifying new ideas and most often their recommendations helped in policy formulation and guided the field workers in the implementation and organisation of adult education programme.

11. The Conferences provided leadership and new concepts in this newly developing field of education called the oldest as well as the newst form of education.

Publications

12. In pursuance of the objectives of the Association, the Association brings out an English Journal of Adult Education, which was earlier monthly but made quarterly in 1987, a monthly called "Proudh Shiksha" in Hindi, a monthly Newsletter in English and a Hindi, monthly "Jago Aur Jagao" for the benefit of new literates. "Jago aur Jagao" was initially started with assistance from UNESCO.

13. These Journals held a record in continuity because the mortality rate of educational journals and particularly journals of adult education is very high all over the world. It is a matter of great satisfaction that the Indian Journal of Adult Education has been making its appearance regularly during the last 50 years. It is mailed out to over 60 countries in the world.

14. The Association has brought out many books in English and Hindi for the benefit of practitioners of adult education and field workers. Many of the UNESCO publications were translated into Hindi in order to make available to field workers, the results of studies made by UNESCO experts.

Projects

15. The Association has undertaken a number of experiments and pilot projects. Several training programmes were organised from 1948-1951 for social education workers in rural as well as urban educational areas. The syllabus of social education workers, training courses of the earlier community development programme were mostly drawn upon this experience. Later the Association in collaboration with International Federation of Workers Educational Associations (IFWEA) and with the financial assistance from UNESCO organised a training course for workers' education in 1960-61. With the financial assistance provided by the Central Board for Workers Education (CBWE) the Association has been organising workshops and seminars regularly for the benefit of workers. From time to time, the Association organised literacy centres on experimental basis. It is launching 100 literacy centres, 90 for women and 10 for men in a resettlement colony, Himmatpuri in East Delhi this month.

Correspondence Courses

16. The Association organised correspondence courses

for workers in Hindi. For the benefit of workers, courses on "Collective Bargaining" and "Trade Unionism" consisting of 24 lessons each were organised.

Condensed Courses for Women

17. In the past the Association conducted Condensed Courses for Adult Women with the help of the Central Social Welfare Board. At present also the Association is conducting a project ' Awareness Camps for Women" with assistance from Central Social Welfare Board.

Training

18. The Association accorded a high priority to training programmes for various types of functionaries engaged in adult education. The Association obtained the cooperation of exparts from the ranks of its own members, official and un-official agencies to do this job. These training programmes were conducted in Delhi and several other places in India. The Association also organised training workshops for writers to prepare appropriate literature for the neo-literates. With the advent of National Adult Education Programme, the size and dimension of these training programmes increased. Further impetus was given to this activity of the Association by the ASPBAE and DVV assistance received during 1985-87. The Indian Adult Education Association is grateful to its members—both individual and institutional who helped it in carrying out these training programmes in different parts of India including tribal and hilly areas. Most of these training programmes are area-specific and group-specific and participatory in nature.

Research

19 The Association has undertaken a number of research studies, some on its own and a few with the collaboration of other agencies. Some of the research were evaluative and others were survey-type. The Association in collaboration with the research, training and production centre of the

Jamia Millia Islamia carried out a research study on Adult Schools. With the financial support of UNESCO, the Association conducted jointly with Jamia Millia Islamia two studies on Literature for Neo-Literates in Hindi and two Mobile Exhibition Literature for new reading public. The Association carried out a study on the impact of television in collaboration with the National Fundamental Education Centre (which later became the Directorate of Adult Education, Govt. of India). A study on Rural Leadership was conducted and a survey of libraries in Punjab and Himachal Pradesh was undertaken. The Association carried out an evaluation of social education work in Delhi in 1957-58. A survey of cultural organisations in South East Asia was also undertaken on behalf of UNESCO. The Association brought out a directory of social education functionaries in 1948 and later in 1958-59. Several Research Studies were undertaken during 1960-80. In 1982 83, the Association carried out two important researches :

1. Research on Research which includes a study of the M. Ed., M. Phil. and Ph.D. dissertations on the subject of Adult Education in Indian Universities; also gives future trends of Research; and

2. Reading needs and interests of Neo-literates and the levels of literacy achievement.

These studies were carried out with the help of Friedrich Ebert Stiftung, West Germany.

20. In honour of our late President, Dr. Mohan Sinha Mehta, a research fellowship was instituted in 1986. It is awarded every year to an individual to carry out a research project. Two such projects have been completed.

Cooperation with others

21. The Association from its very inception has been cooperating with agencies—both official and non- official

in the task of promoting and developing suitable adult education programmes and policies. Representatives of the Association and its leading members have been connected with various Governmental Committees and have drawn up plans for adult education in the country. The members of this Association have served with distinction on the Central Advisory Board of Education and its Standing Committee on Social Education, the Panel for Social Education set up by the Planning Commission, Central Board for Workers Education set up by the Ministry of Labour and Employment, Television set up by the Ministry of Information & Broacasting, the National Advisory Committee on Public Cooperation set up by Planning Commission and Social Education Committee of Union Territory of Delhi set up by the then Ministry of Education. Some of the office-bearers and prominent members of the Association have presided over the working groups on adult education set up for Five Year Plans by the Planning Commi - n while many of them have been members of such groups.

22. The Association was actively involved in the establishment of India Literacy Board (Lucknow) in 1954. The then President of our Association, Dr. Amarnatha Jha was its first Chairman and then Hony. General Secretary Shri S.C. Dutta had been a member of the Board and its Executive Committee for a long time. A former President of the Association, Dr. M.S. Mehta was elected Vice-Chairman of the India Literacy Board which runs the Literacy House founded by Mrs. Welthy H. Fisher. Several State departments of education/adult education, Universties and Colleges and voluntary organisations are institutional members of the Association. Institutions like Gujarat Vidyapeeth, Bombay City Social Education Committee, Bengal Social Service League, Karnataka State Adult Education Council, S.R.C. Jamia Millia, Rajasthan Vidyapeeth and a host of other university departments of adult and continuing education and

extension are our members. We are very proud of them for their good record of service in the cause of adult education, at the grass-root level. The Association has fostered the growth of State Associations and Regional Institutions for Adult Education, many of which are making a valuable contribution to the adult education movement in the country.

Literacy Awards

23 The Indian Adult Education Association instituted the "Nehru Literacy Award (N.L.A.)" in 1968 for outstanding contribution towards the promotion and development of literacy among men and women in India. In 1987, the Association instituted "Tagore Literacy Award" for outstanding work in the promotion of literacy among women. So far 20 Nehru Literacy Awards have been given—18 to individuals, who rendered outstanding services to the cause of literacy in India and two to voluntary organisations with a record of literacy efforts. So far two Tagore Literacy Awards have been given. These are selected from a panel of names recommended for the purpose by the members of the Association, the State Education and Development Departments and voluntary organisations or institutions in the field of adult education and adult literacy. The selection of the awardee is made on an yearly basis by a committee consisting of Chairman and four members appointed by the Executive Committee of the Indian Adult Education Association. The awards are given for (i) literacy work among adults; (ii) follow-up work for neo-literates; (iii) continuing education work; and (iv) organizational/supervisory work. These awards are announced on the International Literacy Day i.e. September 8 every year.

Dr. Zakir Husain Memorial Lecture

The Association organises Dr. Zakir Husain Memorial Lecture every year to commemorate his distinguished services to the cause of education and enlightenment and his close

and intimate relationship with the Indian Adult Education Association. Dr. Zakir Husain Memorial Lecture is delivered at the request of the Association by an eminent educationist on the occasion of the annual conference of the Association. So far 17 lectures in the series have been delivered.

International Contacts

24. The Association has built up fairly extensive international contacts. It is affiliated with the International Federation of Workers' Educational Associations (IFWEA), International Council for Adult Education (ICAE), Asian South Pacific Bureau of Adult Educatien (ASPBAE). We are proud of the role of our two former Presidents, Dr. Malcolm S. Adiseshiah and late Dr. S.C. Dutta in the formation of I.C.A.E. and A.S.P.B.A.E. respectively. Both of them were the Founding Presidents of these two important international organisations. We are happy to welcome representatives of I.C.A.E. and A.S.P.B.A.E. who are present today with us. The Association continues to maintain contacts and exchange of information with World Education Inc., New York, Adult Education Association of U.S.A., Canadian Association of Adult Education, German Adult Education Association, Australian Association of Adult Education, New Zealand Adult Education Council, Social Education Association of Japan, the World Conference of Organisations or Teaching Professions and African Adult Education Association, Commonwealth Association for Education and Training of Adults and a number of agencies and institutions in other parts of the world. The Association in collaboration with South Gujarat University organised a Conference of Adult Educators from Commonwealth Countries at Ukai Dam (Gujarat) in 1987, which led to the formation of the Commonwealth Association for Education and Training of Adults (CAETA). The Association readily agreed to collaborate with UNESCO in the launching of International Literacy Year in 1990. When I.C.A.E. set up International Task Force on Literacy in

Canada, they set up a Regional Office in South Asia which accounts for the greatest share of illiterates of the World. The Association at the request of Dr. Budd Hall, Secretary General, I.C.A.E. offered space in its own premises to I.T.F.L. office in the region. All possible help and support is being extended to I.C.A.E., A.S.P.B.A.E., I.T.F.L. and other agencies in the promotion of the common objectives of eliminating illiteracy and expanding knowledge, understanding, cooperation and goodwill. The Association received guidance and support from UNESCO right from its inception. Several projects were carried out with support from UNESCO.

Introspection

25. At a meeting of members of the Association from Delhi convened by us on 24th April, 1989, a valuable suggestion was made about setting up a small group of 5 or 6 eminent members of the Association to examine in depth our achievements and failures in the past 50 years and to suggest new goals and approaches for the coming decades so that the Association fulfils the tasks undertaken by it. Action has been initiated in this regard.

26. At the time of our Golden Jubilee, we find ourselves at the cross-roads of history. We face the challenge of poverty and illiteracy. Our first concern today is to make India literate and use literacy as an effective tool for social and economic transformation. The implementation of current anti-poverty programmes will be considerably assisted if people become literate. Also the consolidation of newly acquired literacy will keep the people above the poverty line once they come above it.

27. On this historic occasion, the Indian Adult Education Association dedicates itself to serve the people of our country in the great tasks of—

i) achieving universal functional literacy,

ii) promoting life-long continuing adult education,

iii) moving towards the goal of achieving learning society,

iv) assisting all anti-poverty programmes and ensuring that the benefits reach the people for whom these are meant,

v) raising the social and economic status of the people, particularly of women, and weaker sections of society, scheduled castes and scheduled tribes,

vi) improving general awareness, upgrading skills and general well-being of the people,

vii) promoting

a) scientific temper

b) national integration

c) conservation of environment

d) women's equality

e) observance of small family norms

f) international understanding.

28. The Indian Adult Education Association, after 50 years of devoted service to the cause of adult education and adult literacy in India, can be proud of its past accomplishments and can move forward into the future with even more vigour and optimism.

Towards Promotion of a Learning Society

Lakshmidhar Mishra,
Director-General
National Literacy Mission

It was 8th April, 89, the new year day for Rajasthan, a day of festivity and rejoicing. The sun had set. It was a long and winding journey through the sandy track of village Bhadaunda Kala in Chidawa Panchayat Samiti in Jhunjhunu District. The occasion was visit to one of the Adult Education Centres located in the harijanwada at an extreme corner of the village. Of the 35 learners in the Centre, 24 were above 20 years of age and the remaining were children in 10+age-group.

Normally, the centre is meant for people in 15-35 age group which is expected to represent the most productive age group in the country. It was natural, therefore, for me to ask, as to what made the young boys and girls to attend a night school meant for adults. The answer is the burden of this story.

Majority of the learners belonging to the SC Community were from the category of landless agricultural labourers. Some of them also work as building and construction workers. Simple and free of guile, they represent one of the finest specimens of humanity. Their average earnings range between Rs. 15 to Rs. 20 per day. No other crop is grown on the sandy track except bajra which constitutes the staple food for majority of the people. It is used for breakfast, lunch and dinner. About 15 qls of bajra would be annually needed for consumption for a family of 5 members. Due to

successive years of drought (till 1987-88), there was a failure of this crop leading to semi-starvation conditions. On account of the harsh geography and topography characterised by sprawling desert tracks coupled with a tradition bound society, schooling of children (and particularly of girls) seldom occupied high priority for the parents. Besides, all 33,000 villages of Rajasthan do not have primary schooling facilities. Even in those villages which have a school, the distance of the school from the harijanwada is such that parents do not feel naturally inclined to send their children to the school. The environment in the school does not somehow appeal to them, it does not conform to their immediate needs and interests. That, however, is not the real reason for not sending the children to school. This stems partly from conditions of acute poverty and partly from their deep attachment to and concern for the livestock which needs to be tended. And who will tend them when men go to the field for agriculture or for other subsidiary occupations and women remain busy in household chores which also compel girls to stay at home. The boys, therefore, are left to be sent to the field to tend the livestock i.e. the cattle, the sheep and the goats of which every rural Rajasthani household is proud.

And they leave home in the early hours of the morning with their herds of sheep and goat. They remain in the field for the whole day. As the herds of animals start chewing and ruminating the kejri and bubul leaves, these boys gaze at the clear sky in a vacant and pensive mood. Occasionally, they cover their face with a wet gamcha (towel) to protect it from the onslaughts of andhee i.e. sandstorm and occasionally, they relish the bajra cake sent by their mothers. It is a gruelling test of physical stamina. It is also a supreme test of survival amidst "the slings and arrows of an outrageous fortune".

Years roll by. The rough exterior goes on roughening

more and more. The rough surface which represents flower like innocence and serence calm gradually turns into a rough exterior. It gets toughened further by the arrow like sweep of desert sands. It hides a scar within, which is deep and penetrating. The petals of boyhood fall before maturing into the full bloom of youth and manhood. A sense of futility sets in. The spectre of worthlessness haunts them though they cannot express it. It numbs them, stiffles initiative and creativity and reduces them to the level of a non-being.

This is nothing short of a deep psychological and emotional trauma. The trauma deepens as they return home, fatigued and devitalised. There is hardly anything lively or inspiring at home. Pangs of penury and deprivation stalks the landscape as much as it pervades their home life. The unspring money-lender and his wily machinations for recovery of loan/debt/advance taken by the hali in extremely difficult and indigent circumstances instil into everybody's heart and mind a sense of awe and helplessness.

It is in this background that the young boys, the rearer of sheep and goats find their parents going to a night school opened for them in the village. A strange desire is kindled in their mind to join their parents. The desire deepens and so also the quest, the urge and the inquisitiveness. A vista of new experience opens up before them. Hitherto they have been deprived of the opportunity for learning. And now they find their parents want to learn. Why not they ? The Nachiketas in each of them is fired with a new passion, a new urge which was hitherto latent and had almost started languishing.

But how does the teacher deal with this brand of uncanny seekers of the new path ? How does he diagnose the trauma or the scar which had been deep set over years of depriviation and negligence ? How does he provide a

healing touch ? How does he set in a process of emotional and psychological rehabilitation ?

The answer to these complex issues is not easy The teacher will have to diagnose the ailment, the scar and the void pervading the life of the wastrel for years and will have to design the therapy all by himself. After all, the teacher may not be very much different from the pupil. He comes from the same milieu, the same strata of the society. His own life pulsates with the same joy and sorrow, the same laughter and tears.

Dealing with adults and children in the same class together is a complex phenomenon. Normally, the adults unlike children are not inclined to accept anything and everything instantly, which is told to them. They would question, analyse, interpret and accept something only after discriminating between the right and the wrong, the important and unimportant, the immediate and remote. Not so is the case with children who are used to a culture of acquiescence, submissiveness and who ordinarily cannot single out the pairs of opposites which affect their lives.

The scenario witnessed by me at Bhadaunda Kala was somewhat different. The young and the old are indistinguishable in many ways except in physical form. The young are fatigued but inquisitve to learn. The old, through years of hard manual labour are drained of their vitality, are weary and worn, withered and forlorn. The laughter in them seems to have died out. They seem to have almost given up the battle of life. But they at the sametime are free of guile and pretension, are as open as nature itself.

This poses a very delicate and difficult problem before the teacher. On the surface, he deals with two different groups who on account of poverty, malnutrition and fatigue factor almost appear to be the same but who in real life are very much different. He has to be conscious of this

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difference and design different methodologies appropriate to the needs and perceptions of the clientele. He has to bring himself down to the level of a teenager and the very next moment he has to elevate himself to the level of the adult. The two facets of his personality, one for the young and another for the old, will have to oscillate like a pendulum without losing its basic identity. In other words, the teacher will have to be adept in the art of orchestration without loss of originality, a process considered extremely difficult and not easily attainable.

The question is : do we have such human resources ? How do we identify them ? What type of orientation and training do we impart them ? Can training make a very big difference in infusing the art and culture of orchestration into the personality and psyche of the teacher ?

These and many other complex issues will have to be answered as we proceed on the extremely tenuous path of adult education. It is a long and winding one, as long and winding as the sandy tracks of Rajasthan desert. It calls for infinite patience and counselling. And more than anything else, it calls for a spirit of fellow-feeling, of bonhomie, of empathy and sensitivity to the plight of others.

In order that the entire exercise makes some sense to the lives of millions of such kids, who unlike their counterparts in the better placed sections of the society, did not have access to something which is most desirable, the teacher must set in a process by which the learners are able to critically reflect on the existential reality of the situation in which they have been helplessly placed. Who are they ? Where have they come from ? What forces or factors have led them to their present predicament ? Are they aware of these forces or factors ? Can they identify them ? Do they have the strength, the skill and the wherewithal to deal with them ? If not, how do they overcome the hurdles ? How

do they eventually over-power their adversaries? Yet another, and quite intriguing, question which will have to be answered is : How do adult educators know what the adult learners want to learn? Can we assume ourselves in their position to have a correct understanding of what they have, what they know and what they do not know?

These and many other questions will arise as we proceed further. The teacher should not merely help the learners to identify the problem, the forces and situations, he should enable them to find the solutions as well. In answering the last question, I would like to state that this is the inevitable corollary of a situation where many of our unfortunate fellow-beings are unable to exercise the correct option or discretion for themselves and their family members. They often do not know what they ought to know and in acute distress situations they do not know what they do not know. In such a situation, we have to 'throw off our mantle' (in the words of Rabindranath Tagore) and come down to the dusty earth where those of our unfortunate fellow-beings live, identify ourselves totally with their weal and woe, exercising the option or discretion (for them) which would be in their best interest, without any axe to grind for ourselves.

In order that they are enabled to find solution to their own problems, the teacher must make them sit in one circle and he must sit alongwith. He should then make them pause and think. He should enable them to form groups. He should facilitate the process of one participating in the affairs of many. This is teaching 'unity is strength' through adult literacy. This is translating the participative decision making process into a reality.

Illiteracy is not a fatality; it is not pre-ordinated. Nobody is born illiterate; illiteracy is nobody's choice or making. Illiteracy is just the product of time as much as poverty destitution and bondage are, and it is curable and correct-

able. An illiterate is just the victim of a situation; she/he did not have the opportunity of going to school at the tender, formative years of life or having gone to the school, dropped out of the system, not of his own violation but on account of inscrutable social and economic compulsions. She/he grows up to adulthood and remains an illiterate; cut off from the rest of the world without access to the print media, without access to the world of information communication and skills. Illiteracy, therefore, was not his/her own making; it was the outcome of forces beyond the control of the illiterate. All or any one of us could have been the victim of that situation. Illiteracy, as a phenomenon is, therefore, not to be condemned or pited but viewed with empathy and sensitivity, has to be squarely encountered with grit, patience, determination and resolve.

Illiteracy is a growing phenomenon and unless nipped in the bud, is likely to grow further and pose a menace to development, to human evolution and growth. Eradication of illiteracy requires many things such as a good and stable learning environment, good infrastructure for production of well visualised and well illustrated teaching learning materials which are of direct interest and relevance to the lives of the learner and training resources, human, material and financial. And all this will make sense if there is simultaneous planned and determined effort to bring about a qualitative reform in the social, economic and political system, a reform which will bring about a perceptible change in the working and living conditions of the people. But more than anything else, eradication of illiteracy will not be possible or the efforts will not produce the desired results without few basic attitudinal changes Illiteracy is an inequality phenomenon and therefore, its eradication must be prompted by consideration and respect for the culture of equality All men are not equal. They are born differently; they grow differently and live differently. They have different genetic and anthropological background, different

traits and characteristics. These mould their thought process and life style differently. This difference cannot be obliterated; it can at best be minimised or harmonised. Making an illiterate alphabatically and functionally literate is a part of this harmonisation process and this will be possible only if those who are wedded to literacy promotion efforts are also committed to the culture of equality.

The second is treating the illiterate adult with dignity and respect as a human being. An illiterate adult is not a goof; she/he is intelligent, sensible and mature. The only missing link is that she/he does not have access to the print media and lacks, therefore, an easy access to a wider world of information, communication and skills. An illiterate person more than anything else is also a human being, the finest and the best in creation. And every human being has her/his own frailties and deficiencies. They are partly inherited and partly acquired. Literacy promotion effort like any othert promotional effort must take cognizance of this basic fact tha genuine concern for a human being, for his failures and limitations, brings in a new type of energisation, motivation and mobilisation.

Today those of us, who are in the literacy movement, are dealing with a situation which is at once complex, formidable and also unevisable. This is on account of the fact that unlike in Cuba, Nicaragua and Burma, we are trying to promote literacy as an integral part of development process. In those countries, there was a revolutionary change in the social, economic and political system and literacy was an offshoot of that change. It was facilitated by the change. Ours is, however, an altogether different case. We are also committed to bring about change but through peaceful and constitutional means. And we treat, converting an illiterate into a literate, as a part of that process of change. Such a process, according to our thought and culture, is gradual. Literacy by itself, may not instantly lead to removal of land-

lessness and bondage and better employment, better wage, better quality of life; it will need to be supplemented by a host of other efforts. But merely because those efforts are wanting, we cannot postpone literacy promotion efforts. For us, it is not one or the other but both and simultaneous. This is because of the sheer magnitude of the problem and the long time span which is involved. And ours is a sub-continent, much larger in size than Burma, Cuba and Nicaragua. Our problems are also different in their range, magnitude and complexity. There is not one language like in Burma but 1600 languages and dialects. There is not one but a large number of ethnic groups. There is not one but many agroclimatic regions. There are wide socio-cultural variations and practices. There cannot, therefore, by any homogenity, far less of any uniformity. And no region or no dialect or no cultural variation can be ignored or belittled. A variety of tools, techniques and methodologies, as may be appropriate to a particular region or situation will have to be thought of and applied. This is what makes the task most arduous and daunting. This calls for patience, fortitude and hardwork. This calls for determination and dedication. This calls for tolerance, catholocity, compassion and equanimity. It should be remembered that there is no other soft option left. By no stretch of imagination, we can allow this sub-continent of ours, which was once the light of Asia and the cradle of civilisation and culture for the whole world, drift into a nation having world's largest number of illiterates by the turn of the century. But literacy for the teeming millions who want to read and write and yet who have been deprived of the opportunity thereof at the formative years of their life must be imparted in a normal, natural and unaffected milieu, with love, kindliness, understanding and commisseration. It will then be something different from alphabatisation. It will be a union of two hearts and minds which Paulo Friere depicts in a sama-what different language as 'reversal of the role of the teacher and the taught.

National Literacy Mission
—The Perspective—

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Introduction

The establishment of National Literacy Mission, following the need for achieving national target of eradicating illiteracy among 100 million in the age-group 15-35 during the period 1985-1995 (Seventh & Eighth Plans), as laid down in the Programme of Action, 1986, is a welcome and historic step. The Seventh Five Year Plan (October 1985) had stated that "the task of covering all the illiterates in the age-group 15-35 years by 1990 is a formidable one". The National Education Policy (1986) stated; "The whole Nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age-group". In view of the current national literacy scenario, several inadequacies of various-literacy programmes, implemented by various agencies, highlighted by numerous evaluation reports and the immensity of the tasks ahead, the National Literacy Mission has to face a number of challenges. The objectives laid down for the Mission are both laudable and achievable provided there is a clear perspective and an earnestness to learn from the past successes and failures and the right kind of leadership is provided throughout.

1. *Literacy Dilemma:* In a non-literacy milieu, literacy has no hope to develop and then to survive. It would not be incorrect to say that this has been the brief history of literacy in India. Literacy was never a political time bomb,

Many attempts in the past forty years have produced results which are not commensurate with the immensity of tasks. Without being a prophet of doom and basing *estimates* on the existing trends and new policy initiatives, tentative *projections* about literacy growth till the end of 2001 are shown in Table 1.

Table 1. Population and literacy rate 1951-81 and 1991-2001 projections (Absolute figures in millions)

S. N.	*Year*	*Population*	*Literates*	*Illiterates*	*Percentage literacy*
1	2	3	4	5	6
1	1951	356	60	301	16.1
2	1961	445	106	333	24.1
3	1971	548	161	387	29.4
4	1981	683	244	439	36.2
5	1991	840	378	462	45.0
6	2001	1000	600	400	60.0

Even in 2001, cent per cent literacy target may not be achieved. One would not like to live to see these projections coming true. In a sense the Education Commission's 1964-66 prophetic vision may become a reality because the programme of free universal education has not been able to catch up to the extent which it was visualised nor is any programme of mass campaign of eradication of illiteracy on the cards.

The recently launched National Literacy Mission has fortunately set the goals clearly but achievements may not be according to expectations. Millions have suffered and will continue to suffer the indignity of illiteracy and their numbers have been growing—the last decade of this century

will be crucial. These millions are the poor, the deprived, the backward, and the socially weak and depressed, who are below the poverty line and have been 'left outs'. Geographical distribution of universal illiteracy in India is prartically co-terminus with the areas which, by and large, are underdeveloped and poverty-stricken. Social and economic growth, has taken place mostly in areas which are not educationally depressed.

3. Basic Education of Poor : The emphasis on elementary and adult education as important components to improve the social conditions of the under-privileged and exploited sections of the community will have to be noted by educationalists as positive incentives providing an excellent opportunity to make education an important factor in development. Appropriate basic education enables the majority of the poor, in both rural and urban areas, to lead productive lives and to benefit from social and economic development of the community. Moreover, the effectiveness of higher level of education depends on the completion of the basic level. With the inititation of the National Literacy Mission in 1988 it seems that a new leaf has been turned. The implementation of the Programme, will depend on the extent to which literacy planners and administrators have learnt from previous experiences. The repetition of the same old bottlenecks, lack of preparation, absence of functional materials, low rate of motivation, inadequate response from developmental agencies, indifferent quality of teachers, supervisors and other personnel, slip-shod training programmes, non-involvement of media as a support and burreaucratic delays have to be avoided. All these are man-made. For the first time, money seems to be no problem though the national planners have started asking questions about the 'results' 'impact', 'outcomes' and what not. The resources contraint seems to be hunting almost every sector of development. They are entitled to ask these questions because

financial resources for developing countries will continue to be a major constraint and educational reforms with minimal or negative returns will have no chance for inclusion in plan priorities.

4. A time has come to pause and think. Can the various bottlenecks be removed? In other words, can the literacy milieu (climate) be improved when there are many pulls and pushes in a contra-direction? Will the present priority to adult education and literacy continue in terms of allocations and in having a place of pride in the Education plans? Even if the priority continues, will the country wake up to the realisation that literacy is a condition precedent for redistributive justice and economic growth? These are various segments of the literacy milieu we have been talking about. At this crucial stage of implementation, there are some major issues which the planners and managers of literacy in India have to bear in mind. These issues and conclusions are briefly discussed.

5. *Intensity:* The accent has to be intensive. Bulk of illiteracy in all the age-groups and particularly in the age-group 15-35 is confined largely to about 170 districts located in educationally backward states. These districts form over 75 per cent of the total number of districts in the educationally backward states leading to the inevitable conclusion that the actual battle will have to be fought in these areas. If all-out efforts are made to *eradicate* illiteracy in these districts during the next 10 years, the back of illiteracy will be broken. It is no intention to propose that other areas should be neglected—that would be a retorgade step—but to suggest central government's positive discrimination in favour of these areas by applying the famous 'equalisation' principle which was recommended by the First Finance Commission (1952) for promoting primary education in the then nine educationally backward states. Unfortunately, while accelerated and specific grants were given to these states

for expanding primary education there was no mechanism provided that the grants do promote the proposed intention. In other words, there was no monitoring of programme. Equity and justice demands that in these deprived areas, districts are fully supported and all kinds of technical and professional assistance provided. A massive technical assistance programme, for a specific period, with an accent on monitoring of the programme, is to be visualised. This approach seems to be inevitable.

6. *Joint strategy for literacy and universalisation of elementary education*: The universalisation of elementary education should reinforce the literacy activities in about 170 districts in the educationally backward states. Over 70 per cent of the non-enrolled children in the age-group 6-14 are in these districts. Perhaps a further scrutiny of the district wise data may indicate that there is absolute correspondence between the backwardness in literacy and low rate of enrolment ratios at the elementary stage of education. Further projections indicate that by 2001, 10 out of 100 children in the age-group 6-14 may not be enrolled (how many will be attending can be any-body's guess) in schools and 20 out of 100 persons in the age-group 15-35 will still be illiterate. These estimates, however, seem to be optimistic assuming that the present trend will continue. This dual dilemma illustrates the close relationship between the failure of elementary education as a direct cause of literacy backwardness or vice-versa. If universal literacy in the age-group 6-35 is sought to be achieved, say even by 2001, the educational system, to borrow the current Chinese phrase, will have to walk on two legs—elementary education and adult literacy. The two are inter-connected for several reasons. An audacious development of elementary education is not only relevant to the task of achieving the goal of universal elementary education alone, it is closely related to the campaign against illiteracy as well. One significant reason which planners of developing countries have to note

seriously is that after reaching a target of about 65 to 70% of elementary school enrolments the growth curve tends to slow down considerably—it becomes almost a plateau—because the population, which is 'resistant to education' begins to be reached. It is here that adult literacy helps to change the milieu in favour of non-enrolled children who may otherwise go on adding to the ranks of illiterates and the vicious circle will ever grow. The other correspondence between the two is provided by the fact that greater the retention rate of elementary schools, lesser will be the incidence of illiteracy. For instance, at the primary stage, Classss I-V, in India, the retention rate during 1951-71 has increased miserably from 33.1 per cent in 1950-51 to 36.8 per cent in 1970 71. The position at the middle stage of education (Classes VI-VIII) is much worse. The retention rate there does not exceed 22 per cent. If all those who are enrolled in Class I could be retained for all the subsequent five years of schooling, the problem of adding to the illiterate population would automatically evaporate. In spite of a number of incentives and many financial inputs, which may be difficult now to provide at the same rate as in the past it would be difficult to achieve the miracle of cent per cent retention. The Fifth All India Educational Survey, September 30, 1986, published recently by the NCERT, New Delhi, confirms that the hard core of children not enrolled, or dropping out, from school is from the scheduled castes and tribes. These tend to be the children of landless labourers and urban slum dwellers. The Fifth Survey also indicates that the gross enrolment ratio at the elementary stage in 1986 was only 77 per cent. The attendance ratio may not be more than 55-60. In this context, bold experiments of part-time non-formal education, multiple-point entry and non-sequential system of elementary education will have to be initiated, pursued, promoted and a bigger dose of these innovations applied. Above all, a joint strategy will have to be evolved between the planners of elementary education

and literacy, to make a dent on this problem within the next ten years. This would necessitate the need for joint planning—the two programmes are complimentary and should not be treated separately. The two legs must walk together in unison: walking on one leg alone is always strenuous, time-consuming and frustrating. That is what is happening in India.

7. *Accent on experimentation and innovation* : No single method or experience can be suggested to solve all the problems connected with illiteracy. Even within the Indian context, many experiments can be cited which have contributed to the evolution of new approaches and methodologies. As part of the creation of literacy milieu, different kinds of experimentation and innovatation, which are problem solving, need to be encouraged. Different sets of solutions are required for different kinds of clientle. For this purpose, states and voluntary organisations should be allowed to take initiatives. Within the broad contours of the nationally accepted programme, the implementation agencies should have the freedom to innovate and experiment. Such experiments and innovations should be appropriately disseminated through media and other channels. This should be in line with the concept of grass-root planning and development of literacy programme. What is further important is that these experiments and innovations should be suitably rewarded at the district, state and national levels by the Government, in addition to various voluntary agencies, as at present. These covetous awards, to be given for inventions and experiments and sustained efforts should be able to stimulate institutions, organisations and individuals to struggle continuously to find answers to several knotty problems of implementation and management. Several institutions and organisations in India, have been receiving UNESCO awards and prizes and it would but be appropriate if the Central and State Governments in India also do institute such prizes to create the much-needed literacy milieu and promote pioneering efforts.

8. *Overevaluation* : Evaluation is an integral component of the educational trinity; the other two being formulation and implementation. Literacy programmes have been subjected from time to time to intensive evaluation to prove their credit-worthiness. While it would be useful to subject literacy and adult education programmes to all kinds of scrutiny and reviews (one would wish that such reviews were applied equally to prestigious and elitist-programmes of higher and technical education from the point of view of cost-benefit analysis and cost-effectiveness), one would like to express a word of caution in regard to product-cum summative evaluation. Process-cum-formative evaluation, in the initial years, is more important than product evaluation. An effective and well designed programme, systematically managed, will undoubtedly have efficient results. Further, the results of evaluation and review studies need to be fed-back into the whole gamut of procedures, policies of planning and management of the programme. Necessary correctives need to be applied without any loss of time. This has not happened in the past In spite of evaluation galores and yet new programmes and schemes are launched without drawing any lessons from past mistakes and omissions. One is inclined to say that the setting up of committees and commissions and mounting of evaluations and review studies has always been alternatives to action and policy decisions. For instance, if planners and managers, of the National Literacy Mission have to benefit from previous experiments, they will have to look closely into the achievements and failures of previous projects and programmes. These have lessons not only for India, but perhaps for other countries similarly situated.

9. *Overtargetting* : While the National Literacy Mission is a bold and imaginative initiative and the momentum gathered needs to be sustained, the planners and those who operate the Mission have to have a second look at its contours and strategy for implementation. The zeal for

overtargetting may start the process of cracks in the programmes. Finally it may tend to become a purely literacy programme. It has to be functional. It should not become a programme which comes from above. It has to be communitised. In fact these should be the expectation of any well-conceived adult education and literacy programme. This change in strategy may require, in the initial years, and also in the interests of efficiency, scaling down the area of operation and intensification of efforts. The results of the existing reviews of the programme call for some rethinking.

10. *Conceptual clarity* : Many objecttves and outcomes have been set for the National Literacy Mission. Besides literacy and numeracy, social awareness and functionality are the two basic components and objectives. While working out operational implications of literacy and numeracy are easy and are well-known, the policy makers have to concretise the programme implications of social awareness Further, statements like 'learning, working and living are inseparable and each acquires a meaning only when correlated with the other' and 'the illiterate and the poor can rise to their own liberation through literacy, dialogue and actions'', are mere lofty perorations and sweet words meaning nothing for a literacy worker and organiser, a writer, a trainer, a planner, a manager and an administrator. No appropriate teaching and training materials are available and perhaps it would be hard to design, develop and disseminate such materials without careful preparation, tryout and testing. Concepts and objectives, which are difficult to be concretised in relation to programmes, and operationalised in terms of management and action at the field level, are difficult to be evaluated. The natural tendency becomes to overlook these, in spite of their value, and in course of time, they recede into the background and are at least ignored as exercise in futility and offsprings of wild imagination. That is what has happened in India right from the beginning and

more so in the case of National Adult Education Programme. Evaluation studies have reflected on this situation. It is sad that the functional aspect was not stressed right from the beginning. There is nothing wrong in combining literacy, numeracy and techniracy in a well designed programme of adult literacy.

11. *Rural Youth*: The age-group 15-25 in the entire population is the most sensitive. While in urban areas, many opportunities do exist for this age-group to develop their potential, in rural areas existing facilities are insufficient. This age-group has to play a major role in the regeneration of the rural areas and in its social development and economic growth. One essential condition for the success of the National Literacy Mission would be the extent to which it functions effectively in relation to the learning needs of rural youth—especially in the age-group 15-25. This will call for a major restructuring of the programme and introducing innovations The existing educational infrastructure, and the new literacy structures will have to be the emerging scenario of integrated rural development.

12. *Linkage with development*: One of the essential conditions for heralding a literacy milieu would be to give a practical realism, at the field level, to the concept of promoting linkages between literacy and other areas of development. For this purpose, the Central and State Governments must identify some of the existing projects of rural, tribal, hill development and specific area development programmes and encourage these, with positive inputs' to incorporate the programe of literacy and adult education with these area-specific and programme-specific projects. Such a close corelation will meet the requirements of National Education Policy, 1986 when it states :

"Since participation by beneficiaries in the development programmes is of crucial importance, systematic pro-

grammes of adult education linked with national goals such as alleviation of poverty, national integration, environmental conservation, energisation of the cultural creativity of the people, observance of small family norm promotion of women's equality, etc. will be organised and the existing programmes reviewed and strengthened."

This has to beachieved even if the initial attempts may be heart breaking. Otherwise literacy will be pure literacy and not functional and development oriented. The policy of including literacy and adult education as an integral component of the Minimum Needs Programme should continue as it will ensure a place of pride to the programme in the national priorities and be the right step in the creation of appropriate policies. Here also, the various components of the Minimum Needs Programme have to be integrared, for formulation and implementation purposes, at the area level and not to be treated as segregated programme, as at present. The M.N.P. has to be treated as a package, in order to achieve maximum results. Here also, the Central and State Governments should encourage innovative end pioneering efforts

13. *Micro Planning and Development*: Planning and development, at the local level, is practically non-existent. This has been revealed by several evaluation studies referred to earlier. If the illiterate and the poor have ***really*** to be enabled 'to rise to their own liberation through literacy, dialogue and action', then the unit of planning and development of literacy programme has to be lowest, that is, the block and village level. This will make literacy local and programme specific. National Literacy Mission has been able to initiate these local specific projects. No amount of micro-planning is going to deliver the literacy goods. The Central Directorate and State Directorates of Adult Education would do well if they could adopt small selected ten or

fifteen areas, blocks, villages and nxperimental projects, in different parts of the country, to study in depth, what micro-planning constraints and possibilities are and especially in the area of literacy and adult education; how literacy and adult education can be effectively linked with other components of Minimum Needs Programme, Social Services and on-going Developmental projects. From platitudes, which have been expressed in many reports and documents, it would be appropriate now to move to practicalities.

14 *Management of Operation* : From the organisational point of view, it is of utmost importance that elaborate preparations are made before launching a massive programme of literacy. In elaborating a strategy for literacy planning, one would not normally like to use military terminology. Since, however, literacy programme can conveniently be compared to a campaign and a crusade against a great national and international injustice, one is tempted to recommend operationalising the programme on a warfooting; leaving nothing to chance. After operationalising the conceptual framework—which is necessary in the case of National Literacy Mission—the next inevitable stage is to develop planning and development operations in terms of sequence and space. For instance, before launching the programme in specific areas, various preparatory steps need to be taken in advance. Some of these measures will include programme planning in consultation with various agencies, establishment of resource centres, preparation of curriculum and teaching/learning materials on the basis of identified needs of learners, development of methods and materials for training, training of instructional persnnnel and orientation of planning and managerial personnel at different levels etc.

15. *Political Will* : One, and the most jmportant, irresistable conclusion emerging from various studies is that the political will to eradicate illiteracy has been almost non-

existent. However, with the initiation of National Literacy Mission, the hope has been revived that illiteracy is being recognised as one of the impediments to development and its eradication as an important ingredient of the removal of poverty. The mere fact that literacy has been included as an important component of the Minimum Needs Programme is a tribute to the Indian planners and that sizeable developmental funds have been provided for, it and may perhaps continue to be earmarked in future as well, within the Education Sector, speaks very high of their earnestness This is a welcome departure from the first four decades of planned inaction. It is therefore, with high hopes that the National Literacy Mission has been launched.

16. *National Authority for Adult Education*: In every endeavour of this kind, the first step is always difficult. The first step has now been taken. The onward march has to continue One cannot afford to have 400 million illiterate adults even in the year 2001. That will be a great tragedy. Apart from major surgery which will be required to be undertaken, on techno-professional levels, what is important is to give Literacy Programmes an appropriate status within the political and administrative hierarchy of the country. It could take many forms but what emerges is that within the Ministry of Human Resource Development, the work relating to the education of the masses should be the concern of a high level Commission to be serviced by an equally high-level full-time Chairman or Director-General. Parallels do exist in India. There is the Minorities Commission, the Commission for Scheduled Casles and Scheduled Trlbes, the University Grants Commission, Indian Council of Agricultural Research (I.C.A.R.) Council of Scientific and Industrial Research (C.S.I.R.) etc. These are high-level bodies entrusted with important tasks. The mass literacy programme is not an easy task and it will have to be handeled by a very competent agency which is run almost on a war-time footing

at the national and state levels and especially in the various districts of different states which are lagging behind. The current departmental approach, based on rigid bureaucratic model, will not deliver the goods. The need for the setting up of a National Authority on Adult Education needs urgent consideration.

17. *Value-Orientation* : The above issues are abundantly clear to close observers of the literacy scene in India. The National Policy on Education—1986 has observed while opening the para on Adult Education—"Our ancient scriptures define education as that which liberates". It is a meaningful sentence. It does not mean only "the ability to read and write", but, through it, develop a consciousness among all about unity in diversity and also inculcation of basic human values which should get highest priority in the world of today when emphasis is largely on material values. The National Education Policy 1986 states that "coming generations should have the ability to internalise new ideas constantly and creatively. They have to be imbued with strong commitment to human values and to social justice. All this implies better education. It also observes that ' in our national perception, education is essentially for all. This is fundamental to all-round development, material and spiritual". This has to be stated clearly and built into materials and pedagogical techniques.

Conclusion

18. The poor alone know what poverty is and what it means. They often get used to it. That promotes inequality, Poverty perpetuates. Countries and the world get divided between the poor and the rich. This has to stop. The formal schooling and education 'continue to educate for poverty'. In this sense, non-formal education and literacy have a significant role to play. Underprovided, underfed and illiterate masses comprise the poor. They need work food

and also literacy. One without the other have no significance. We have also to remind ourselves, at this crucial stage, that four decades of planned inaction resulted in the painful and slow fall of adult education and literacy programmes—Fundamental Education was talked about for a while. Social Education was a fashion at one time, non-formal education caught imagination for sometime, then came Functional Literacy followed by National Adult Education Programme with a big bang. Name plates were changed overnight and became fashion of the day to suit the powers to be. Thus adult literacy programme for masses marked time. Let us resolve that the National Literacy Mission under the proposed National Authority for Adult Education should continue with men and women infused with missionary zeal at different levels till we eradicate illiteracy from our country. Mahatma Gandhi, Father of the Nation, observed : "Illiteracy is India's sin and shame and it should be wiped out." This should be the goal and emblem of National Literacy Mission.

The Last Invasion—NLM

K. L. ZAKIR
Hony. Director
Shramik Vidyapeeth
Chandigarh

The Prime Minister of India lit up the lamp of learning at Vigyan Bhawan, New Delhi on the 5th of May, 1988 for launching the National Literacy Mission. I happened to be there among the audience sitting in the spacious air-conditioned hall. It was perhaps for the first time that a larger number (almost half of those present in the hall) of adult learners and their instructors, mostly women, had been invited to a national function. But they had no role to play except to sit mute and wonder as to why they had been asked to come. According to the reports in the press similar functions were held in almost all provinces of the country. The Prime Minister released some of the publications also as details below :

1. "Voluntary Agencies—Partners in Literacy Action",
2. "Students" Participation—Some Success Stories,'
3. "Jana Shikshan Nilayam—an exposition of scheme,
4. Profiles in literacy,
5. National Literacy Mission—Document in Hindi.

An exhibition was also arranged at Pragati Maidan, New New Delhi in which many agencies were involved, who had been working in the field quite some time, for the eradication of illiteracy.

Earlier Experiments

There have been many experiments made in the field of the eradication of the illiteracy in the past. Even before the partition of the country the programmes of adult education were there. I remember when I joined Govt. service in the joint punjab in 1946 there was a practice, that a person who was a candidate for Govt. service, had to produce a certificate to the effect that he had made atleast four adults literate. This was a mere formality and every candidate could produce this certificate. There is much hue, and cry now, regarding the sale of fake certificates and degrees in the country. Many people have been caught in the net and perhaps, prosecuted too. Production of a certificate for making a couple of adults literate was not difficult to obtain, during the days I am referring too. There were many individuals and agencies who could help.

But after Independence the Govt. of India seriously thought of this problem and felt that if the democratic set up was to be strengthened, the voters who elect their representatives, must be made literate. They should be aware of the value of their vote. It is a different thing that even now a voter is not fully aware of the value of his vote, which can be purchased, keeping in view the level of his ignorance, illiteracy, poverty and other social handicaps. But it is a fact that the Govt. of India seriously thought of the problem of illiteracy and some academicians, administrators, parliamentarians and social service organisations, did conceive of some meaningful projects which could be launched for the removal of illiteracy. One such recent experiment was made in 1977 under the title "National Adult Education Programme". The programme envisaged that the 10 crores illiterate people in the age group of 15 to 35 would be made literate within a period of five years. Huge amount of money was sanctioned by the Govt. of India, to achieve the target. A number of Voluntary Agencies cropped up in

various parts of the India over night. Many high level and middle level posts were created. Special types of materials were produced for use at various levels. Number of seminars were organised in the important parts of the country. But all this exercise could not give the desired results. The programme was later on evaluated by the Kothari Commission and many loop-holes came to surface after the report was printed, though quite late.

The net result was that the population of illiterate people in the age group of 15 to 35 increased from 10 crores to 11 crores. The total population of the country had also increased and with this increase in population more than half of the people of India slid below the poverty line. This was a very shocking state of affairs. Something had to be done if the country was to be pushed into the 21st century.

The Magnitude of Problem

I quote the following paragraphs from a government publication released on the 5th of May, 1988 which gives the Government's version about the existing problem :

—Forty years after Independence, six out of ten people in the country are still illiterate; three out of four women are illiterate; eight out of ten tribal are illiterate; eight out of ten Scheduled Caste are illiterate.

—Today many Government programmes for the poor suffer because people do not get to know of them—their access to information is severly limited by their inability to read. In turn people's response do not get back to policy makers, because they can not write.

—A women's educational level determines her child's chances of survival; it determines her acceptance of immunization for her child, it determines her willingness to adopt family planning methods,

—Can a country whose first and foremost resources has

always been its people, afford to ignore their tremendous potential ? Can an independent nation afford to leave the majority out of the mainstream.

—Can modern, democratic nation be built on the foundation of ignorance and illiteracy ?

The people are, however, always doubtful about the Government version. But it is a grim reality which the nation is facing at the moment. And the government acknowledges it.

National Literacy Mission

National Literacy Mission is an attempt to make 80 million young people between the age group of 15 to 35 literate by the year 1995—30 by 1990 and an additional 50 million by the year 1995. This is a mass programme in which all literate young and old, school and college students, people from voluntary agencies, workers of trade unions, politicians, representatives of public and private sector agencies are required to participate, for the achievements of the target set before the nation.

A unique feature of this programme is the setting up of Jana Shikshan Nilayam. A Jana Shikshan Nilayam will be information and education centre for every 5000 people living in a cluster of four-five villages. Each Nilayam will have, beside literacy classes, a reading room, a small library, a community radio and other electronic media equipment. The Nilayams will cater especially to neo-literates who often relapse into illiteracy because they have no access to post-literacy and continuing education materials.

In this mass campaign no one is left out. There is a place for everyone to play a role in the gigantic campaign. It is for us to see how far can we help in serving this national cause, which is the need of the hour too.

People are really tired of particlpating in new experiments

and seeing the dismal fate of these very spectular and imaginative schemes. A common man, after having seen so much misery and sufferings, in life, has started looking with suspicion and pessimism at every new effort made by the Govt , however, sincere it may be. It is high time that the Govt. realises this and stops playing foul with the men and women comprising a great nation. If the biggest democracy of the world is expected to succeed, we have to play the desired role. We are on a big voyage but thronged in a sinking ship. If, we with the strength of our body and mind do not drag it to the shore, it would sink. And with this the destiny of the great country, known as Bharat, would also perish.

The Last Chance

To my mind these experiments seems to be the last chance for saving a big catastrophe. Among the six "technology missions" identified by the Prime Minister of India, I feel that highest priority should be given to the National Literacy Mission. The time is passing swiftly. No body can check the rising wave of time which ultimately engulfs even the highest mountains and fathomless ditches. Time is not going to wait for the nation or the Government to go on trying new experiments at the cost of the limited human resources, and continue diverting the minds of the people from basic and grim realities of life. National Literacy Mission is, perhaps the last endeavour of the country to eliminate the calamity of illiteracy, poverty and injustice. This is certainly the last attack on the citadal of darkness engulfing crores of people, living in remote areas, stretching from Himalayas to the farthest end of the country. Let us join this big attack. If we fail this time, we would never be victorious. It would be a shame for the entire country if millions of its people stand at the threshhold of the 21st century blindfold, crippled and completely dumb and deaf.

N.A. Palkiwala has given a moving dedication of his book entitled "We the People". It runs as follows :

"To My Country Men"

Who gave unto themselves the Constitution but not the ability to keep it,

Who inherited a resplendent heritage but not the wisdom to cherish it,

Who suffer and endure in patience without the perception of their potential.

Perspective Planning for National Literacy Mission

K. S. PILLAI
Director
Centre for Adult Education and Extension
University of Kerala

Many attempts have been made before and after independence to wipe out illiteracy from India. During the pre-independence period it was second only to the freedom struggle. But after independence it could have gained top priority as in many other countries. The post independence period saw the emergence of social education as a movement followed by the functional literacy concept of the sixties. The NAEP launched in October 1978 evolved much expectations but could not deliver the goods. The schemes that followed viz point 16 of the new 20 point programme and Mass Programme for Functional Literacy (which is even now prevalent) have not achieved the desired results. It was in this context that the National Literacy Mission (NLM) was launched on 5th May 1988 by the Prime Minister. A massive time bound programme as in the case of NAEP, the NLM has been proposed as a mission and not as a project or programme. This shift itself is a welcome sign The thrust on voluntary effort is also good. Whether the NLM is also likely to meet with the same fate as the previous attempts, is a pertinent question. Some people feel that NLM can do it 'now' or 'never'. Optimism is very good and is needed, but

many precautions are essential to achieve the targets. Adequate vision and managerial skill in planning and implementing the programme are essential for the success of any programme. NLM is no exception.

Let us critically look at some of the salient aspects of NLM.

The 'missionary zeal' is there generally among the Missionaries but not among the educated people. 'Service mindedness' quite often becomes less and less as educational ladder goes higher and higher. The less educated may at times help their illiterate brothers whereas the educated would try to exploit them. This being the case, how many will be there to voluntarily join the mission ? Awareness has to be created among the educated (employed, unemployed, retired etc.) on their bounden duty to help the illiterate masses liberate themselves from illiteracy, poverty, ill-health etc. The masses need adequate orientation and motivation to make use of the available opportunities, even amidst other problems and difficulties. Media support has to be ensured and effectively utilised for appropriately conscientising all kinds of people. This task is yet to be completed.

Another major drawback is that the actual number of illiterates is not yet known. The 1981 census figures and projections thereupon are not valid enough to prepare action plans. Hence a detailed scientific and 'whole' survey for identifying illiterates belonging to various age groups in the various house-holds in Corporation/Municipal/Panchayat areas has to be undertaken with the co-operation and collaboration from people's representatives of such agencies. Without such reliable data, any amount of planning will not suffice. The number of illiterates covered and made literate during the eighties, is not clear Even among the illiterates, a good number have relapsed into illiteracy due to lack of of post literacy and follow-up activities. The number of

people who have gone into the 15+age level and those gone out of the 15-35 range are only estimates and not real numbers. These have to be found out scientifically. This preliminary step is essential for NLM to succeed.

The selection of functionaries at different levels—Project officers, Supervisors (Preraks), Instructors (Animateurs), Opinion leaders etc. for the effective implementation of the NLM is also an important aspect. The centre based approach and the Mass Programme for Functional Literacy are to be simultaneously attempted. Appropriate measures for overcoming the 'minus points' of both these approaches have to be taken as a precautionary step. The Area Approach is good, but the 'coverage' has to be ensured. Voluntariness and service are good but there should be at least 'recognition', if not monetary benefit and other allied favours. The interest of the workers as well as that of the learners has to be sustained through appropriate measures. Creating interest or motivating people is one side of the programme; the other side relates to the sustenance of their interest.

Whether it be CBAEP or MPFL, the instructors/volunteers have to be adequately conscientized and trained. This however is lacking. Strengthening the training programmes through technological input and modern approaches has to be insisted upon. Equally important is the question of monitoring and evaluation. Simple statistical reports and figures are not enough. Real and timely factual data should be collected and made available for timely checkups and adoption of corrective measures. The phenomenon of dropping out is there in the non-formal sector as well. This again is a serious problem effecting the whole programme. Inbuilt concurrent evaluation is yet another essential feature. Attempts in this direction are there, but they have to be streamlined. In the cases of learners product evaluation may be sufficient but process evaluation is required for improving the programme as such. Qualitative aspects of the NLM need to be further discussed and implemented.

Post literacy and follow up activities were also lacking all these years. But in the NLM, Jana Shikshan Nilyams have been suggested to overcome this drawback. JSNs are really post literacy and follow up Institutions catering not only to the neo-literates, but also to all the people of the locality helping them in their all round development. In the beginning, these were planned as follow up action but now things have changed. ACE's and JSN's are simultaneously sanctioned. There are merits and demerits. We may have to wait and see before coming to conclusion. JSN's should become permanent establishments as community centres providing opportunities for literacy, education, occupational pursuits, literary and artistic talent development, physical well being, and general welfare of the people.

In 1978, many voluntary agencies sprang up and the programme collapsed. Now again too much faith in and involvement of V.A's, has to be cautiously viewed. There are many good V.A's, but there are also many who are opportunistic and concencrating on financial and other benefits. Over-emphasis on VA's has to be seriously viewed. Proper accountability not only fiscal but also social—has to be ensured. Technological intervention should not only become namesake but should be result-oriented and locale-conscious.

Every effort should be made during 1990, which is declared as International Literacy Year (ILY) to mobilise resources and activities so that considerable improvement in the literacy situation in India be made. School and college students from Std. IX upwards may be given longer vacation and be requested to participate in some kind of literacy drive along with the teachers. Action plan for 1990 (Jan. 1 Dec. 31) may be prepared urgently. 1991, being Census Year, the work done during 1990 will have great influence. No stone should be left unturned and no resource should be kept out of reach. All activities of 1990 should lead to the target of total literacy thereby trying to reach the targets of NLM.

MESSAGES

The Vice-President of India, Shri S.D. Sharma

The Vice-President of India is glad to know that the Indian Adult Education Association is organising its Golden Jubilee Conference from 22nd to 25th May, 1989. He sends his best wishes for its success.

Prime Minister, Shri Rajiv Gandhi

Literacy helps in opening up a world of information and knowledge and is an indispensable input for human resource development. Adult literacy can contribute in more effective implementation of anti-proverty programmes by helping create conditions for increasing awareness among beneficiaries. It can also facilitate dissemination of information and programmes in important areas like agriculture and family welfare.

I am glad to learn that the Indian Adult Education Association completed fifty years in spreading the message of literacy. The discussions at the Golden Jubilee Conference of the Association will, I am sure, help in further strengthening the work of the Association. I wish the Conference all success.

Minister of Health & Family Welfare, Shri Ram Niwas Mirdha

I am glad to know that the Indian Adult Education Association is holding its Golden Jubilee Conference at New Delhi from 22nd to 25th May, 1989.

Eduction is the key factor in human development. Unfortunately, the level of education in our country has been considerably low, particularly among the women and in the rural areas. This has not only impeded out progress, but also exposed these sections to exploitation.

It is encouraging to note that concerted efforts are now being made to impart education to the adults as well, to make up this gap.

I wish the efforts being put in by Indian Adult Education Association in this sphere every success.

Minister of Defence, Shri K.C. Pant

I am happy to know that the Indian Adult Education Association is celebrating its Golden Jubilee this year and is organising the Golden Jubilee Conference on the occasion. It seems paradoxical that even though India ranks very high among the countries of the world with a highly developed technical man-power, yet it also has one of the largest illiterate populations in the world. Education has been given a lot of importance in the country since independence. The spread of education has not been even throughout the country because of our increasing population. There are States like Kerala and Mizoram where the literacy rate is very

high. On the other end of the spectrum, there are States like Bihar where literacy is one of the lowest in the country. A large number of school dropouts add to the increasing number of adult illiterates in the country every year. Adult education becomes extremely important in this context. A basic minimum level of literacy needs to be imparted to every citizen of the country. The Indian Adult Education Association has been rendering yeoman's service in this sphere. Adult education is an area where a lot needs to be done because the magnitude of the problem is growing. I send best wishes to the Association in the endeavours.

Minister of Communications, Shri Bir Bahadur Singh

I am glad to know that Indian Adult Education Association would be organising its Golden Jubilee Conference in New Delhi from May 22-25, 1989.

During these fifty years this Association has done commendable work in promoting adult education by coordinating the activities of various agencies—national and international-engaged in similar pursuits.

I am sure the deliberation of this four day meet in which about 500 adult educators would be participating, would be fruitful.

I wish the Conference all success.

Minister of State for Education & Culture, Ministry of Human Resource Development, Shri L.P. Shahi

I am happy to know that Indian Adult Education Association a pioneer organisation in the field of education has completed 50 years of useful service. Contribution of the Association for improving the quality of education and adult education has been appreciable.

2. I wish for the success of the Golden Jubilee Celebrations of the Association.

Minister of State for Youth Affairs & Sports and Women & Child Development, Smt. Margaret Alva

I am glad to know that the Indian Adult Education Association will be celebrating its Golden Jubilee by organising symposia, panel discussions and public lectures from the 22nd May to the 25th May, 1989 at New Delhi. The Association is rendering valuable service in promoting adult education in the country.

I send my good wishes to the Association on this happy occasion.

Minister of State for Information & Broadcasting, Shri S. Krishna Kumar

I am happy to learn that the Indian Adult Education Association will be celebrating its Golden Jubilee in May 1989 and that a number of symposia, panel discussions and public lectures will be organised during the Conference from May 22-25, 1989, participated by adult educators from different parts of the country and delegates from abroad.

The Indian Adult Education Association during these fifty years of its useful existence, has helped in improving the education of the masses and thereby enhancing the quality of the life of the Nation.

Besides congratulating the organisers of the Association, I send my greetings and best wishes for the successful conduct of the celebrations.

Chief Executive Councillor, Delhi Administration, Shri Jag Parvesh Chandra

I am glad to know that Indian Adult Education Association, after having completed 50 years of its useful services

in the field of Adult Education, is organising its Golden Jubilee Conference in Delhi in the month of May, 1989 in which 500 adult educators from different parts of the country are participating as delegates.

I am sending my best wishes for the success of the Conference and also for the successful publication of the Souvenir.

Director-General, UNESCO, Paris,
Prof. Federico Mayor

Member State's endeavours to promote adult education and offer educational opportunities to disadvantaged groups have always been welcomed, encouraged and supported by UNESCO. Fifty years work by your Association in this field have earned respect and esteem of international community. Your important role in promoting lifelong education in India greatly contributed to national development process. Please be assured UNESCO will support your efforts to achieve education for all. Wishing every success to your Golden Jubilee Conference.

President, IFWEA, Prof. Kurt Prokop

On my own behalf and on behalf of the International Federation of Workers' Educational Associations (IFWEA) I send you our congratulations on the occasion of your Golden Jubilee. This shows to the world your work, your success, and your impressive history for the workers movements and adult education as a whole. The Golden Jubilee Celebrations afford you an opportunity to look back to your historical roots, to draw up a balance of the present and try to focus on the future activities while engaging yourself in the daily activities of your organisation. The IFWEA is very

proud to have I.A.E.A. as a affiliate in our great family of workers education movement, where you represent the voice of the developing countries.

All our affiliates know, what important work you have done in the past and what difficult task and challenges you have to tackle in the future.

Workers and adult education has to deal with the challenge to improve social situation of human beings and the society as a whole and is today and also in the future the key of emancipation of the individual and the workers movement. We are not exaggerating when we say that only educated societies will survive and they will be able to control the technological, ecological and scientific challenges of today and tomorrow. Education is the key for development. We know today that only the educated and literate human beings are able to combat poverty, social and economic under-development, children's work and the challenge of growing population by organising themselves in social pressure groups to demand more and intensive education, not only for the privileged society, but also for the weaker sections of the society. Therefore, we need for this challenge, more and intensive international contact, understanding and solidarity. We are convinced that the Indian Adult Education Association, as one of our most respected affiliate, has chosen the right road for its own future. May the family of the IFWEA wish your Association all success for your important work, for India's present and future.

Educators have to try daily the impossible to be able to reach the possible targets and aims in their society. We, the IFWEA salute your Golden Jubilee and wish you every success.

To try.

Chairman, Asian-South Pacific Bureau of Adult Education Region I, Dr. A.T. Ariyaratne

I feel deeply disappointed in my not being able to participate in this historic function of celebrating the Golden Jubilee of the Indian Adult Education Association (IAEA), our premier NGO in the region devoted to the cause of educating the adults. Although I will be thousands of miles away physically, in spirit, I will be sharing with you this joyous occasion.

Fifty years of continuous fruitful existence is a landmark that cannot let pass by unnoticed, and it is nothing but fitting that this occasion should be celebrated with this grandeur.

I do not propose to make use of this opportunity to recount the many and varied achievements of this august body, which are well known and well chronicled. Nor do I propose to give a discourse on the functions of an organization of this type to an audience, many of whose life long mission is the promotion of the very aims and objectives that this Association stands for. I wish however, to make use of this occasion to salute the galaxy of stalwarts, many of whom are not with us today, whose vision, dedication and devotion made this occasion possible, and to pay my humble tribute to those who are presently associated with guiding the destinies of this national asset.

May I, on behalf of my own organization Sarvodaya Shramadana Movement of Sri Lanka which has just passed its 30th year and the Region I of the Asian-South Pacific Bureau of Adult Education which is just about to celebrate its Silver Jubilee, wish our giant brother all the strength in its successful march towards its Diamond Jubilee in the service of the nation.

I wish the celebrations all success.

Secretary-General, ICAE, Dr. Budd Hall

Congratulations !

Wishing the Golden Jubilee Conference all success.

General Secretary, IFWEA,
Mr. David Faran-Frankfurter

It is a special honour and pleasure for me to congratulate you on the happy occasion of the 50th birthday of the Indian Adult Education Association. On my first visit to India in 1987, I had the good chance of meeting some of your most important officers in your centre in N.D., and of participating in the meeting of your activities. Only in very few cases in the past, while meeting people from various countries and nations, had I been so deeply impressed as during this meeting. I then compared India to a sleeping giant, waiting to be awakened by a kiss, which is literacy and knowledge needed to be taught to the Indian people, especially the vast masses of the illiterate. In that field you have done a marvelous job in the last 50 years, and I can only wish you to have the capacity of expanding substantially your blessed activities, and thus contribute to the creation of pre-conditions for a happy life for all the citizens of India, and help them occupy a leading position within the family of mankind.

The International Federation of Workers' Educational Associations is proud to have you as a member organisation, and we look forward to enlarging and deepening our cooperation.

With best wishes for further success, in friendship and solidarity.

Director, Regional Office of Science and Technology for South and Central Asia, UNESCO, New Delhi, Mr. M P. Derkatch

We are glad to learn that the Indian Adult Education Association, doing very useful work in the field of adult education, spreading the idea of lifelong education, greatly contributing towards National Development, is celebrating its Golden Jubilee from 22-25 May 1989.

We take this opportunity to express our Hearty Congratulations and Best Wishes for the success of the Golden Jubilee Conference.

Chairman, All India Committee on Eradication of Illiteracy among Women, Smt. Lakshmi N. Menon

My best wishes for the Golden Jubilee Conference. I am sure the Celebrations will go off well and the function will be a success.

Professor, Adult Education, Ontario Institute for Studies in Education, Toronto, (Canada) Prof. James A. Draper

As one who has been supportive of the work of the IAEA for over twenty-five years' beginning with my work in Rajasthan, I especially regret that I will not be able to join you at the Golden Jubilee Conference. Your march for Adult Education is very symbolic of the Leadership provided by the Association during the past 50 years as well as the tremendous contribution it will undoubtedly continue to make in a future which all of us share together. I for one have been greatly enriched through my contact with Adult

Education in India. Especially on the days of your conference, I shall be with you in my thoughts as we all praise the achievements of the IAEA.

Prof. John K. Friesen, Vancouver, Canada

The Indian Adult Education Association, over the years, has demonstrated its ability to plan and carry out national, state, block and community programs, many on a scale and with a commitment that would dwarf similar undertakings in either developing or developed countries. On your Anniversary I convey heartiest greetings to my fellow-members, and best wishes to the Association for much success over next half-century.

PROGRAMME

Monday, May 22, 1989

Literacy March from Rajghat to IAEA Office

INAUGURAL FUNCTION

Invocation

1. Welcome—Shri B.S. Garg, President, IAEA
2. Address by Shri Sam Pitroda, Adviser to the Prime Minister on Technology Mission,
3. Address by Dr. L.M. Singhvi, Chairman, Reception Committee
4. Releasing of Golden Jubilee Publications
5. Unveiling of the Portrait of Dr. M.S. Mehta
6. Inauguration—Shri Vasant Sathe, Minister of Energy
7. Vote of thanks—Shri J.C. Saxena, Hony. General Secretary
8. National Anthem

Seminar on National Literacy Mission

Chairman : Prof. Ramlal Parikh
Vice-Chancellor
Guiarat Vidyapeeth

Speakers : Shri Anil Sinha,
Director,
Directorate of Adult Education

Shri L. Mishra
Director-General, NLM

Dr. K.S. Pillai
Director
Centre for Adult Education & Extension,
Kerala University

Tuesday, May 23, 1989

Symposium on "Adult Education in 1990s"

Chairman : Prof. MV Mathur
Former Vice-Chancellor
Rajasthan University

Speakers : Mr. Anil Bordia
Education Secretary
Govt. of India

Prof. Satya Bhushan
Director, NIEPA

Smt. Lalita Ramdas
Coordinator
International Task Force
on Literacy
India Office

Panel discussion on "Adult Education for Women and Weaker Sections"

Chairperson : Prof. Kamalini H. Bhansali
Vice-Chancellor,
SNDT Women's University
Bombay

Speakers : Smt. Vidyaben Shah
President
Indian Council for
Child Welfare

Kum Surrinder Saini
President,
Bharat Sewak Samaj, (Delhi)
New Delhi

Prof. Sarojini Bisaria,
NCERT

Symposium on "Role of Voluntary Agencies/Universities/ Colleges/Schools under National Literacy Mission"

Chairman : Dr. A.R. Kidwai
former Governor of Bihar

Speakers : Sr. Tarlok Singh
former Member
Planning Commission

Prof. K.D. Gangrade
Pro Vice-Chancellor
Delhi University

Shri B.S. Garg
President, IAEA

Dr. Rajesh Tandon
Coordinator, PRIA

Dr. Amrik Singh
former Vice-Chancellor
Punjabi University
Patiala

Prof. B. Ramchandra Rao
former M.P. and
Vice-Chairman, UGC

CULTURAL EVENING

Wednesday, May 24, 1989

Symposium on "Adult Education and International Understanding"

Chairman : Dr. Prem Kirpal
former Secretary
(Education)
Govt. of India

Speakers : Fr. T.V. Kunnunkal
Chairman, National
Open School

Shri M.C. Nanavatty
former Adviser
Social Education
Govt. of India

Shri J.C. Saxena
Hony. General Secretary
IAEA

Panel Discussion on "Role of Jan Shikshan Nilayams as Community Education Centres"

Chairman : Prof. P.N. Srivastava
Member,
Planning Commission

Speakers : Shri Anil Sinha,
Director, Directorate of
Adult Education

Prof. Yashwant Shukla
former Vice-Chancellor
Saurashtra University

Symposium on "Adult Education for Democracy and Citizenship Education"

Chairman : Shri B.S. Garg

Speakers : Dr. C.J. Daswani
Professor Non-formal
Education, NCERT

Prof. B.B. Mohanty
Professor
Indian Institute of
Mass Communication &
Treasurer, IAEA

Shri Satyen Maitra
Secretary,
Bengal Social Service
League, Calcutta

Thursday, May 25, 1989

Symposium on "Role of Trade Unions, Cooperatives in Adult Education"

Chairman : Shri J.C. Saxena

Speakers : Mrs. M.M. Vaid,
Deputy Director,
National Cooperative
Union of India
New Delhi

Dr. Dharam Vir,
Former Joint Director
(Education),
International Cooperative
Alliance, New Delhi

Shri Ramlal Thakkar,
INTUC, Delhi

Valedictory Function and Declaration of the Golden Jubilee Conference

Valedictory Address by

Dr. S.N. Sinha,
Vice-Chancellor,
Rajasthan University,
Jaipur

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LIST OF PARTICIPANTS

Andhra Pradesh

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